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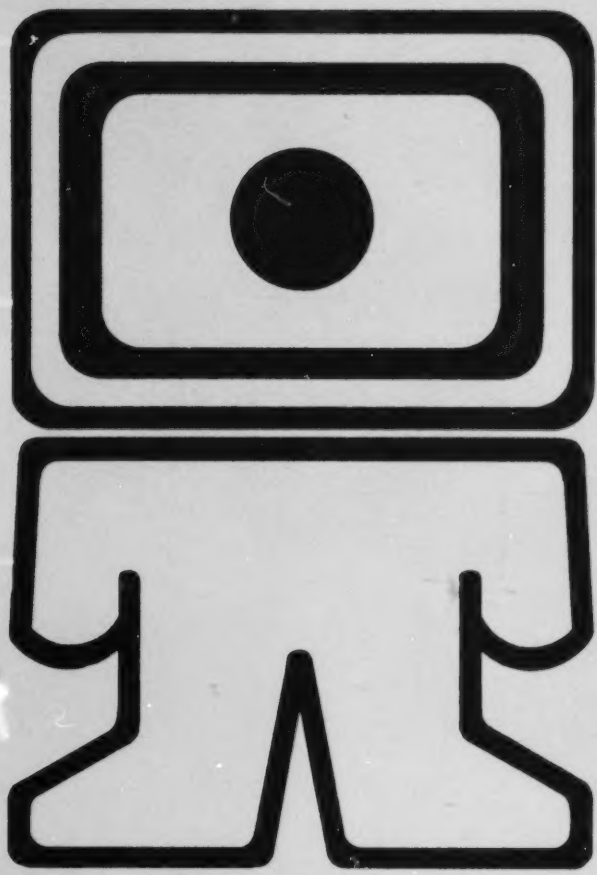
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ABSTRACT

This module consists of materials for use in an inservice program for school counselors and other pupil personnel workers and is designed to aid in diminishing sex stereotyping. There are two major parts to this training program. The first is an eight-hour Workshop Component which is divided into four two-hour units. The second component is a resource packet. This packet contains materials which can be used directly by participants on an individual basis. It is organized into four units corresponding to workshop components. The program is divided into four units: (1) focus on self-awareness; (2) educational planning for individual development; (3) women in the work force; and (4) career planning for individual development. Each module unit gives methods, rationale, objectives, activities, and contents of the "Resource Packet," as well as instructions for workshop activities and handouts and evaluation forms for the unit. (Author/JLL)

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freedom for individual development

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COUNSELING AND GUIDANCE

CG 013019

U.S. DEPARTMENT OF HEALTH
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COUNSELING AND GUIDANCE

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PHILOSOPHICAL STATEMENT

We believe that every human being regardless of sex has a right to develop individual potential, to achieve self fulfillment and self actualization, and to pursue the fulfillment of his or her own creative, emotional, and intellectual aspirations.

We believe that sex roles are not dictated by or justifiable on the basis of biological differences between females and males. There is sufficient evidence that sex roles are learned and that sex roles are cultural creations. All cultures assign different activities, jobs, characteristics, and attitudes to males and females. However, characteristics regarded as "female" in one culture may be found to be "male" in another. The biological differences which do exist between males and females should not be part of the definitions of femininity and masculinity.

People are bombarded each day in many ways with images of what men and women ought to be. Television, newspapers, advertising, radios, and books create standards of masculinity and femininity. The facts and figures included in these modules show that in reality, few people actually fit these stereotypes, even though these stereotypes are accepted as conscious or unconscious models of appropriate sex role behavior by which we judge ourselves. We believe that these stereotypes are outdated and dysfunctional. . . they do not reflect the reality of adult living for most people.

Any discussion of sex roles necessarily includes both the female and the male role. Stereotypes reflect and perpetuate attitudes and practices which polarize women and men, and exaggerate their differences. The result is a denial of opportunity to both sexes. Therefore we are committed to both males and females becoming free of rigid sex role expectations. However, we are primarily committed to promoting the educational equity of girls and women. We believe that their aspirations and opportunities have been severely limited. We recognize that many women are satisfied and fulfilled by their roles as spouse, parent, and/or worker. Many individual women feel equal to individual men.

In the larger social context, however, the facts are quite compelling. Women have not attained equality with men even in the most visible spheres such as employment. The earnings gap between male and female workers is increasing, not decreasing. Employment is just one area in which women are discriminated against. All major social institutions work together to define "Women's Place" as secondary to men's. The qualities and tasks associated with being female have less value than those associated with being male.

The importance and value of maintaining a home and raising children to society as a whole has been severely undervalued or completely ignored. The qualities of nurturance and cooperation have been devalued in a time when these qualities are needed for the survival of humankind. The devaluation of women's work in the home follows them into the public sphere where both men and women expect and judge men's work to be better.

We believe that training women and men in less sex stereotyped ways will create more flexible individuals who will respect, value and be capable of fulfilling a variety of adult roles. We believe that preparation of both males and females based on the notions of equal participation and responsibility for family life, plus a recognition of the value of nurturance and childcare, will result in more stable families.

Although we believe that most women currently experience minority status in this culture, it is clear that women of color and poor women suffer double and sometimes triple discrimination. It is important to understand the links and similarities of stereotyping and discrimination while also recognizing the diversity of culture and situation. We encourage users of these modules to consider the issues presented in the context of cultural pluralism.

We believe that education is an excellent "target" for implementing social change. Schools play a crucial role in mediating between the adult world on the one hand and school age children on the other. By the time a student graduates from high school she or he has spent 10,000 hours in the classroom. The knowledge and values brought by a child to the school will either be reinforced or discouraged during the process of becoming an educated person. One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. The values of individuality and self fulfillment do not imply that there must be an equal number of men and women in each role, but that there should be the widest possible variation in outcome consistent with the range of individual differences among people regardless of sex.

We believe that justice and wisdom require that each of us re-examine our assumptions about the differences between females and males, and become aware of how the socialization process encourages us to form expectations and stereotype individuals on the basis of sex. We believe that attitudinal and behavioral changes are necessary. Attitudinal change occurs sequentially, newer and more complex forms of learning are built on previous experiences and information. We believe the relationship between attitudinal change and behavioral change is cyclical: altered attitudes influence behaviors and new behaviors influence attitudes.

It is our sincere hope that the Freedom for Individual Development modules will: initiate dialogue; increase participants' knowledge and awareness of the issues; provide a means for developing new skills; and facilitate an understanding of the spirit and intent of state and federal legislation promoting educational equity for girls and women. Most importantly we desire to motivate and unleash the vast potential of educators as change agents.

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MATERIALS NEEDED FOR THIS MODULE

The following is a checklist of materials you will need to assemble before this program can begin. This is a complete list of all materials needed for all four units of the module. We have provided this list for your convenience and suggest that you copy the list to use as a "shopper's guide" in preparation for the module.

4" X 6" Blank Oversize Name Tags
Pens

TO THE TRAINER. . .

PREPARATION FOR THE WORKSHOP

1. Read through the Trainer's Guide, the module, and the Resource Packet. The module will give you instructions on how to carry out the activities. The Resource Packet contains much background information which will help you to answer questions.
2. Adapt the Workshop plan to the needs of your particular audience.
3. Make copies of all Workshop Activity handouts. These are marked with the work "Handout" in the upper right corner.
4. Make copies of the Resource Packet. You may wish to be selective in choosing materials from the Resource Packet for reproduction. You might also think about placing just one copy in a place convenient for all participants.

USE OF THE RESOURCE PACKET

The Resource Packet contains the following types of materials: Background information articles, suggestions for follow-up activities, fact sheets, checklists, and examples of materials that can be distributed to students.

The materials are organized according to the same four units as the inservice training module.

The trainer should go through the materials prior to running the Workshop. There is some valuable background information contained in them.

Materials in the Resource Packet can either be reproduced for individual use or placed where they can be conveniently used by all of the participants.

STARTING THE WORKSHOP

You may start the Workshop differently depending on the relationship of the participants to one another. If they do not know each other, use the "Getting Acquainted" exercise.

If your participants do know each other, begin the first session with a statement of the purpose of the Workshop and the schedule.

GROUP SIZE

The activities in this module are designed for use with groups of 40 people maximum. Small groups of 3-5 are required for many of the exercises. There are also tasks to be completed on an individual basis.

ROOM AND SEATING ARRANGEMENTS.

Discussion and group participation is facilitated when participants are in face-to-face contact. Therefore, one suggestion for physically conducting the training is to have participants seated around a large conference table. In addition, space should be provided for breaking into smaller groups, preferably with one small table for each small group as writing is required.

SOME QUESTIONS AND ANSWERS ABOUT THIS MODULE

What is contained in the module?

There are two major parts to this training program. The first is an eight-hour Workshop component which is divided into four two-hour units. Instructions for running the Workshop Activities are included in the module.

The second component is a Resource Packet. The Resource Packet contains materials which can be used directly by the participants on an individual basis. (It is organized into four units corresponding to Workshop components).

What information is covered in the module?

The program is divided into four units:

1. Focus on Self-Awareness
2. Educational Planning for Individual Development
3. Women in the Work Force
4. Career Planning for Individual Development

How is the module organized?

The module is divided into four units. Each unit contains:

1. An overview of the unit including methods, rationale, objectives, activities, and contents of the Resource Packet
2. Specific instructions for each of the Workshop Activities
3. Handouts and Evaluation forms for each unit.

How long is each unit?

The units are designed to take about two hours each. They can be carried out in four two-hour sessions, two four-hour sessions, or one eight-hour session.

Who is the audience for this module?

The intended audience for this module is school counselors and other pupil personnel specialists. The activities have been designed to be particularly relevant to the professional needs of these groups.

What are the characteristics of the participants?

Research has indicated that school counselors as a group are no more or no less sex-biased than the general public. However, you will find that your audience may vary considerably both in their interest and

experience with these issues. You may find that the more interested and experienced participants will be valuable resources in the small group activities.

It is assumed that the participants will be competent professionals, who are operating with an adequate repertoire of general counseling and group process skills.

Should I use all the activities or select a few?

The module has been organized around the assumption that you will have approximately eight hours of Workshop time. There is enough material for eight hours, including evaluation.

Pilot tests of this module indicated that the first three units were generally sufficient for a one-day Workshop. Thus a culminating activity follows Unit 3. It is recommended that if the Workshop is to be conducted in one day that only Units 1, 2 and 3 and the culminating activity be presented. Unit 4 brings in additional concepts and understandings and should probably be used only if the Workshop is to be conducted on at least two different occasions.

EVALUATION TOOLS

There are two kinds of evaluation instruments included with the materials. All evaluations are intended to be anonymous.

PRE- AND POST-OPINION SURVEY (OPTIONAL)

An Opinion Survey is included so that, if desired, school districts may evaluate participants' attitudes prior to and after the workshop.

1. Duplicate sufficient copies of the Opinion Survey for each participant to fill out two, one before and one after the workshop.
2. Put code numbers (1,2,3. . .) on half of the Surveys copied. Pass out the Survey at the beginning of the Workshop. Have each person record (or remember) the number on their Survey. This will be their identifying code number for the entire inservice evaluation procedure.
3. Collect the completed forms after about five minutes.
4. After completion of the inservice, again pass out the Surveys, ask each participant to fill in their identifying code number, and collect after about five minutes.
5. Note: The Survey may be used in complete form or the first section (Questions 1 - 21) may be used alone.
6. To score the Opinion Survey:

Part A

Questions 1 - 21

Even numbered items

- Assign values as they are circled
(1 point for 1, 2 points for 2, etc.)

Odd numbered items

- Assign values inversely
(1 point for 5, 2 points for 4,
3 points for 3, 4 points for 2,
5 points for 1)

Total the items for Part A.

The highest score for this section is 105, the lowest is 21. Scores from 63-105 indicate non-traditional views and from 21-63 indicate more traditional views.

Part B

Questions 22 - 31

Assign the following values:

Question

22	B = 5	
23	E = 5	
24	B = 5	
25	B = 5	
26	E = 5	Any C response = 3,
27	B = 5	
28	E = 5	all other responses = 1
29	E = 5	
30	D = 5	All other responses = 1
31	D = 5	

The highest score for this section is 50, the lowest 10. From 10 - 24 reflects traditional views, scores from 24 - 50 reflect non-traditional views.

Part C

Questions 32 - 35

These questions cannot be scored but will most likely indicate attitudes consistent with the scored items.

Add Part A score and Part B score together. The highest total score possible is 155, middle score is 87, and lowest is 31.

Increases in scores from the pre-test to the post-test are intended to indicate heightened awareness. Pre- and post- scores can be used to indicate:

- The comparisons of scores (pre- and post-) for individuals;
- The number of individuals who show gains and losses;
- Average gains and losses;
- Group average scores;
- Average gains on individual items.

UNIT EVALUATIONS

There are four unit evaluations. These are designed to provide an on-going feedback mechanism for the school district. These evaluations should be administered at the completion of each unit. We recommend that participants record an identifying code number on each. If the Opinion Survey is used, the same code numbers should be recorded. If the Opinion Survey is not used, devise a method of random assignment of code numbers.

Part A _____
Part B _____
Total _____

Identifying Number _____

OPINION SURVEY

Please circle one of the following:

I am	Counselor	Nurse
	Director of Pupil Services	Psychologist
	Social Worker	Other

DIRECTIONS: The statements listed below describe attitudes toward the role of women and men in our society. You are asked to react to each statement below by circling the appropriate number.

- 1 - Strongly Agree
- 2 - Agree
- 3 - Neither Agree nor Disagree
- 4 - Disagree
- 5 - Strongly Disagree

Respond to each of the statements quickly and as candidly as possible. Do not leave any blank.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Many qualified women can't get good jobs; men with the same skills have less trouble. | 1 | 2 | 3 | 4 | 5 |
| 2. The special social privileges that men extend to women more than offset any discrimination they practice against them. | 1 | 2 | 3 | 4 | 5 |
| 3. It is important to have men as well as women for primary teachers. | 1 | 2 | 3 | 4 | 5 |
| 4. I usually find the things men talk about more interesting than the things women talk about. | 1 | 2 | 3 | 4 | 5 |
| 5. Many commonly used printed materials in our society perpetuate existing sex role stereotypes. | 1 | 2 | 3 | 4 | 5 |
| 6. Most women have only themselves to blame for not doing better in life. | 1 | 2 | 3 | 4 | 5 |
| 7. Boys as well as girls ought to learn to take care of the home. | 1 | 2 | 3 | 4 | 5 |
| 8. Generally the roles of men in our society should differ from the roles of women. | 1 | 2 | 3 | 4 | 5 |
| 9. A working mother can establish just as warm and secure a relationship with her children as a mother who does not work. | 1 | 2 | 3 | 4 | 5 |
| 10. Since most girls will become housewives, texts should emphasize depicting women in that role. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 11. Affirmative Action for women in hiring and promotions is appropriate to make up for past discrimination. | 1 | 2 | 3 | 4 | 5 |
| 12. Schools are equally preparing girls and boys to meet their adult needs. | 1 | 2 | 3 | 4 | 5 |
| 13. There ought to be more day care institutions so that both parents or single parents can work. | 1 | 2 | 3 | 4 | 5 |
| 14. Few women have the desire or ability to compete in the work world of men. | 1 | 2 | 3 | 4 | 5 |
| 15. Many women who do the same work as their male colleagues earn substantially less money. | 1 | 2 | 3 | 4 | 5 |
| 16. Men are able to reason more logically than women. | 1 | 2 | 3 | 4 | 5 |
| 17. The media degrade women by treating them primarily as sex objects. | 1 | 2 | 3 | 4 | 5 |
| 18. Men have more physical stamina than women. | 1 | 2 | 3 | 4 | 5 |
| 19. U.S. society exploits women in the same manner that it has exploited blacks and members of other minorities. | 1 | 2 | 3 | 4 | 5 |
| 20. Women are more emotional than men. | 1 | 2 | 3 | 4 | 5 |
| 21. Laws which prohibit discrimination on the basis of sex are necessary for change to occur. | 1 | 2 | 3 | 4 | 5 |

Some people believe that personality differences between the sexes are biological in origin; others think they are learned; others say there are no differences at all. Which of the statements listed best expresses your viewpoint about the traits in entries 22 through 29? Utilize the following scale for each trait.

	More Common in Men		Equally Common in Both Sexes	More Common in Women	
	Biological Reasons	Cultural Reasons		Biological Reasons	Cultural Reasons
22. Aggressiveness	a	b	c	d	e
23. Capacity for deep feelings	a	b	c	d	e
24. Independence	a	b	c	d	e
25. Objectivity and rationality	a	b	c	d	e
26. Nurturing capacity	a	b	c	d	e
27. Ability to reason abstractly	a	b	c	d	e
28. Preference for mono- gamy	a	b	c	d	e
29. Empathy and intuition	a	b	c	d	e
30. Between a wife and husband who both work who should do the housework (cleaning, cooking, dishwashing)?					
a. The wife should do all of it					
b. The wife should do almost all of it					
c. The wife should do over half of it					
d. The work should be split 50-50					
e. The husband should do over half of it					
31. Between a wife and husband who both work who should handle routine child care?					
a. The wife should do all of it					
b. The wife should do almost all of it					
c. The wife should do over half of it					
d. The work should be split 50-50					
e. The husband should do over half of it					
32. In your opinion, which sex is better off in this society?					
a. Men are very much better off because they have freedom, status and power					
b. Men are much better off					
c. Men are somewhat better off					
d. There are complementary advantages and disadvantages to each sex					
e. Women are somewhat better off					
f. Women are much better off					
g. Women are very much better off because they have protection, leisure and freedom from pressures to achieve					

33. Which of the following gives you the most satisfaction in your life?
- a. Career
 - b. Family or love relationships
 - c. Friendships
 - d. Leisure-time activities and hobbies
 - e. Religious beliefs or activities
 - f. Community or political work
 - g. Running a home
 - h. Other
34. Did your mother work in the paid labor force when you were a child?
- a. Worked full time throughout my childhood
 - b. Worked part time, or full time on and off, throughout my childhood
 - c. Did not work while her children were very young, then worked full time
 - d. Did not work while her children were very young, then worked part time
 - e. Did not work at all
 - f. Not applicable
35. What did your father do around the house?
- a. Repairs, odd jobs; anything else was "women's work"
 - b. Helped out occasionally
 - c. Shared equally in household tasks
 - d. Did most or all of household tasks
 - e. Not applicable

Unit 1

Focus on Awareness

SUMMARY

This unit consists of two parts.

The purpose of the first part is to acquaint participants with one another.

Method:

1. Trainer distributes name tags and instructs participants to record specific personal data in each corner of the name tag.
2. Trainer divides participants into dyads or triads, to introduce themselves to one another by elaborating on the information they have written down.

The purpose of the second part is to focus the participants' awareness on the problems of occupational sex stereotyping.

Method:

1. Trainer distributes a series of five handouts.
2. Trainer facilitates discussions in response to participants' answers on handout surveys.

UNIT 1

FOCUS ON AWARENESS

RATIONALE

Our society has divided occupations into sex stereotyped categories. Our overt and covert values have created clear divisions between those occupations which we feel are best suited for men alone, and those occupations which women fill best. We need to identify what sex role biases are behind those values, how sex role bias severely limits the career choices open to both boys and girls, and how we can help to change the problem.

OBJECTIVES

1. To create a positive atmosphere in the group, by introducing participants to one another, and easing them into the inservice topic.
2. To increase participants' awareness of sex differences typically associated with various jobs.
3. To acquaint participants with the national male/female employment ratios, prestige ratings, and average annual incomes associated with various occupations.
4. To stimulate participants' interest in identifying and ameliorating the self-limiting effects that sex stereotyping has had or may have on students.

MATERIALS

4" x 6" Blank Oversized Name Tags

Pens

Handouts:

- #1 Occupational Attitude Survey
- #2 Question Set I
- #3 Question Set II
- #4 Occupational Data Sheet I
- #5 Occupational Data Sheet II
- #6 Unit 1 Evaluation

TIME

2 hours

RESOURCE PACKET

The Resource Packet contains the following materials which can be used by the participants on an individual basis:

1. Myth and Reality Fact Sheets
2. Background Article on Sex-Typing
3. Sex Fairness in Pupil Personnel Services Checklist

RESOURCE PACKET (continued)

4. "What Are My Values?" Checklist

The Resource Packet also contains additional information about the historical development of sex role differentiations as well as many of the typical working women myths and their corresponding realities. The trainer may wish to become familiar with this information, including a short background article, prior to the workshop.

WORKSHOP ACTIVITIES

A. GETTING ACQUAINTED EXERCISE (15 minutes)

Even if the participants are acquainted with one another, this exercise can be used to break the ice.

INSTRUCTIONS

1. Provide each participant with an oversized (4" x 6") name tag.

2. Read the following instructions:

"In the upper left corner of the name tag, write down one adjective which describes you. Pause

"In the upper right corner, list one accomplishment that you would like to be remembered for. Pause

In the lower left corner, write down the name of a woman whom you admire. Pause

In the lower right corner, write down one thing that you hope to get out of this inservice training program."

3. Form small groups of no more than four persons each when the participants have finished listing these things.

4. Have the participants introduce themselves to one another in the small groups, by elaborating on the information they have written down. Allow 2 to 3 minutes per person.

B. OCCUPATIONAL ATTITUDE SURVEY AND DISCUSSION (1 1/2 hours)

INSTRUCTIONS

1. Introduce with something similar to the following:

"In just a minute I'll distribute an Attitude

Survey. The survey has been designed to help us explore the extent of occupational sex-typing in our community and to assess its potential influence on the career decisions made by our students. Many people believe that there are certain occupations which are more suited to men than they are to women, while other occupations are more suited to women than they are to men. The survey should help us clarify just how we perceive our community's typical attitudes toward sex roles and vocational choices.

After having ascertained the way it is, we will begin to explore how it got to be that way and how we might wish to change it."

2. *Distribute Handout #1: Occupational Attitude Survey.*

3. *Give participants 10-15 minutes to complete the checklist.*

4. *Read:*

"When you've finished with your checklist, divide yourselves into groups of four. If possible each group should be equally represented by both men and women.

Once your group is organized, read over the list of questions I'll give you and discuss each issue among yourselves. Keep a record of your observations. One person from each group will be asked to share a summary of the group's findings with the total group."

5. *Distribute Handout #2: Question Sheet I.*

6. *Allow the groups 25 minutes for discussion.*

7. *Distribute Handouts #3, #4, and #5: Question Set II, Occupational Data Sheet I and Occupational Data Sheet II.*

8. *Read the following:*

"I'd like you to stop your discussions and examine the Occupational Data Sheets I'm passing out. You'll notice that the first listing includes three kinds of descriptive data: prestige ratings, one on male/female employment percentages, and one on future job prospects. Not every occupation has all three pieces of

data since the survey on prestige ratings did not correlate perfectly with the one on male/female employment.

However, I'd like you to examine what information is available including the listing of average annual incomes associated with major job categories on the second data sheet. Stay in your small groups and discuss the second set of questions, Question Set II."

9. Allow the groups another 25 minutes for discussion.

10. Read the following instructions:

"Time is up now. I'd like us all to join one another in a large group once again. We'll need one reporter from each group to share a summary of your group's discussions. I'd also like you to include what implications you think your discussions may have for counseling and educating high school students."

11. Divide the presentations so that each group gets the same amount of time to report their findings. Keep track of recurring ideas or themes so that you can underscore major issues. Stop this activity after 15-20 minutes.

C. UNIT EVALUATION (15 minutes)

INSTRUCTIONS

1. Distribute Handout #6: Unit 1 Evaluation.
2. Allow participants 15 minutes to complete and leave in middle of table.

Occupational Attitude Survey*

Instructions: For each occupation listed below check the column which most aptly describes the sentiments you believe are held by most people in your community. Check the column listed "female" if you believe most people think a woman should have the job. Check the column listed "male" if you believe most people think a man should have this job. Check one of the three inner columns if "either" male or female, "mostly female" or "mostly male" applies most appropriately.

JOB TITLE	MALE	MOSTLY MALE	EITHER	MOSTLY FEMALE	FEMALE
1. Accountants					
2. Bookkeepers					
3. All-round Machinists					
4. Bank Officers					
5. Bank Tellers					
6. Bartenders					
7. Carpenters					
8. Cashiers					
9. Chemists					
10. Chiropractors					
11. Cosmetologists					
12. Dentists					
13. Dental Assistants					
14. Dental Hygienists					
15. Dieticians					
16. Pharmacists					
17. Veterinarians					
18. Physicians					
19. Licensed Practical Nurses					
20. Registered Nurses					
21. Economists					
22. Electricians					
23. Guards					
24. Insurance Agents					
25. Lawyers					
26. Librarians					
27. Life Scientists					
28. Painters & Paper Hangers					
29. Plumbers & Pipefitters					
30. Police Officers					

*Based on an activity developed by Joan D. Pedro

Handout #1
Unit 1
Workshop
Activity B

JOB TITLE	MALE	MOSTLY MALE	EITHER	MOSTLY FEMALE	FEMALE
31. Private Household Workers					
32. Psychologists					
33. Sociologists					
34. Social Workers					
35. Receptionists					
36. Retail Trade Sales Workers					
37. Wholesale Trade Sales Workers					
38. Secretaries					
39. Statisticians					
40. Taxi Drivers					
41. Teachers:					
College Professors					
Secondary School Teachers					
Elementary School Teachers					
42. Telephone Operators					
43. Welders & Flamecutters					

QUESTION SET I

Questions to Accompany the Occupational Attitude Survey

First Set of Questions:

1. A) What percentage of agreement exists among members of your group in terms of rating jobs according to "what most people think?"

B) What might your group's degree of consensus imply in terms of how and to what extent our society sex-types occupations?
2. What occupations did you as a group have difficulty agreeing upon? For which ones did agreement come easily? What made the difference between those that were "different" and those that were "easy" to agree upon?

Does the particular gender of a group member have any apparent effect on the type of ratings given to some jobs?
3. Compare those jobs you checked as being "mostly female" or "female" with those you checked as being "mostly male" or "male." Consider such elements as
 - a) associated prestige
 - b) income
 - c) prerequisite training
 - d) time demands
 - e) availability of jobs on a part-time basis as well as full-time
 - f) subject areas needed
4. In what ways and to what extent do you think these typings influence the career options seriously contemplated by your students?
5. How would your personal ratings of these jobs differ from your ratings of what "most people think?"

QUESTION SET II

Second Set of Questions:

1. What data, if any, do you find unexpected or surprising?
2. How does this national data compare to your hypotheses about the sex typing of jobs in your community? Are there any discrepancies?
3. What are some of the implications this type of data has for career education in your high school?
4. What changes would you like to see actualized in your school system? What could you do to make it happen?

OCCUPATIONAL DATA SHEET I

Occupation	Prestige Rating ¹	Female as % of total Employed ²	Male as % of total Employed	Employment Prospects ³
1. Accountants	29.5	22	78	good
2. Bookkeepers	49.5	88	12	limited
3. Machinists	NL	3	97	moderate
4. Bank Officers	24.5	18	82	very good
5. Bank Tellers	NL	90	10	very good
6. Bartenders	NL	30	70	moderate
7. Carpenters	53	1	99	moderate
8. Cashiers	NL	87	13	favorable(part-time)
9. Chemists	11	12	88	favorable
10. Chiropractors	NL	9	91	favorable
11. Cosmetologists	NL	92	8	very good
12. Dentists	14	3	97	favorable
13. Dental Assistants	NL	98	2	excellent
14. Dental Hygienists	NL	96	4	very good
15. Dieticians	NL	92	8	very good
16. Pharmacists	NL	14	86	very good
17. Veterinarians	NL	5	95	favorable
18. Physicians	2	12	88	very good
19. LPNs	NL	97	3	very good
20. RNs	NL	98	2	favorable
21. Economists	34.5	19	81	keen competition for college & industry
22. Electricians	39	2	98	very good
23. Guards	NL	5	95	moderate

NL = Not listed

¹Hodge, Siegel, & Rossi, 1963.

² & ³ Percentages are based on 1973 dates cited in 1975 Handbook on Women Workers, U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975, Bulletin #297, pp. 264-277.

Handout #4
Unit 1
Workshop
Activity B

Occupation	Prestige Rating	Female as % of total Employed	Male as % of total Employed	Employment Prospects
24. Insurance Agents	51.5	13	87	moderate
25. Lawyers	11	6	94	moderate
26. Librarians	NL	83	17	favorable
27. Life Scientists	3.5 (scientists)	12	98	severe competition
28. Painters & Paper Hangers	NL	4	96	most openings for painters
29. Plumbers	59	1	99	moderate
30. Police Officers	47	3	97	very good
31. Private Household Workers	NL	98	2	very good
32. Psychologists	17.5	40	60	good for clinical poor for college teaching or research
33. Sociologists	26	35	65	favorable
34. Social Workers	44	61	39	excellent w/ degrees
35. Receptionists	NL	97	3	very good
36. Retail Trade Sales Workers	NL	70	30	good
37. Wholesale Trade Sales Workers	NL	6	94	moderate
38. Secretaries	NL	97	3	excellent
39. Statisticians	NL	43	57	
40. Taxi Drivers	80.5	12	88	slow declining
41. College Professors	8	27	73	keen competition thru 1980's
42. Secondary School Teachers	29.5	49	51	keen competition except in math, industrial arts, spec- ial ed., & voc-tech. subjects
43. Elementary School Teachers	29.5	86	14	competition
44. Telephone Operators	NL	96	4	moderate
45. Welders & Flamecutters	NL	6	94	very good

Handout #4
Unit 1
Workshop
Activity B

OCCUPATIONAL DATA SHEET II

Handout #5
Unit 1
Workshop
Activity B

--Total Money Earnings of Civilian Year-Round Full-Time Workers,
by Occupation Group and Sex, 1974

(Persons 14 years of age and over)

Occupation Group	Women	Men	Dollar gap	Women's earnings as a percent of men's	Percent men's earnings exceeded women's
Total	\$6,772	\$11,835	\$5,063	57.2	74.8
Professional, technical, and kindred workers	9,570	14,873	5,303	64.3	55.4
Managers and administrators	8,603	15,425	6,822	55.8	79.3
Sales workers, total	5,168	12,523	7,355	41.3	142.3
Retail trade	4,734	9,125	4,391	51.9	92.8
Other sales workers	8,452	13,983	5,531	60.4	65.4
Clerical workers	6,827	11,514	4,687	59.3	68.7
Craft and kindred workers	6,492	12,028	5,536	54.0	85.3
Operatives (including transport)	5,766	10,176	4,410	56.7	76.5
Service workers (except private household)	5,046	8,638	3,592	58.4	71.2
Farmers and farm managers	(1/)	5,459	--	--	--
Farm laborers and supervisors	(1/)	5,097	--	--	--
Nonfarm laborers	5,891	8,145	2,254	72.3	38.3
Private household workers	2,676	(1/)	--	--	--

1/ Base less than 75,000

Source: U.S. Department of Commerce, Bureau of Consensus: Current Population
Reports, P-60, No. 101.

UNIT 1 EVALUATION

Handout #6
Unit 1
Workshop
Activity C

DIRECTIONS: Please take a couple of minutes to think about what you have learned so far in this Workshop and whether or not it has been helpful to you. Then respond to the following questions.

1. Write down the two most important concepts you have learned or re-learned today.

a.

b.

2. To what extent was what you have learned applicable to your work?

3. What additional information or materials do you want or need?

4. How would you rate the content presented to you today?

-3	-2	-1	0	1	2	3
not at all			neutral			extremely
helpful						helpful

5. How would you rate the process or style of presentation?

-3	-2	-1	0	1	2	3
not at all			neutral			extremely
helpful						helpful

Unit 2

Educational Planning for Individual Development

SUMMARY

This unit is divided into two parts.

The purpose of the first part is to focus participants' awareness on one specific example of how sex-typing can limit career opportunities, by examining attitudes toward the enrollment of girls in math and science classes, and the consequences of girls' failure to enroll in math and science classes.

Method:

1. Trainer distributes handout.
2. Trainer facilitates discussion.

The purpose of the second part is to make participants become aware of strategies which can be used to reduce sex typing in educational decisions, and to practice dealing with a variety of school personnel around issues of sex typing in educational planning.

Method:

1. Trainer divides participants into small groups for role-play exercises.

UNIT 2

EDUCATIONAL PLANNING FOR INDIVIDUAL DEVELOPMENT

RATIONALE

So often, counselors are unaware of the sex-biased assumptions that influence the advice and career guidance they give to students. Participants will focus on those covert assumptions, as they will be forced to justify guidance decisions made for members of both sexes during student profile and role-play exercises.

OBJECTIVES

1. To develop an awareness of how sex bias and sex role stereotyping may interfere with effective academic planning and decision-making.
2. To understand the consequences of decisions that are made as a result of sex-appropriateness/inappropriateness.
3. To become acquainted with strategies for dealing with problems in educational development resulting from sex typing.

MATERIALS

Handouts:

- #7 Who Participates?
- #8 Role-Play Situations
- #9 Unit 2 Evaluation

TIME

2 hours

RESOURCE PACKET

The Resource Packet for this unit contains the following activities which can be used by the participants on an individual basis.

1. Background Article: A Fact Sheet on Women and Mathematics
2. Follow-Up Activities
3. UCLA Mathematics Information
4. Ohio State Mathematics Information
5. Suggested Readings
6. Resource People

The background article in the Resource Packet provides additional statistics on the enrollment of girls in math and science courses.

WORKSHOP ACTIVITIES

A. WHO PARTICIPATES? (1 hour)

INSTRUCTIONS

1. Introduce this activity with the following:

"The inequities which show up in women's participation in the work force begin much before women actually become workers. It has been shown that one of the early factors influencing occupation is high school academic preparation. One researcher has noted that enrollment in mathematics courses is a critical filter in who gets into what occupations.

Traditionally, girls have not taken as much mathematics as boys and the consequences of these choices show up in college and beyond. By the same token, boys have traditionally not enrolled in courses dealing with child care and home management. And thus, they are typically not well-prepared to assume these adult roles.

In the next exercise, we will be focusing on our attitudes toward girls enrolling in math and science courses."

2. Distribute Handout #7: Who Participates?
3. Go over instructions on Handout #7 with group members. Emphasize the three parts to the exercise:
 1. Individual decisions
 2. Small group consensus
 3. Large group discussion
4. Signal for groups to begin when all participants understand the directions.
5. Allow five minutes. Then signal for small group tasks to begin.
6. Allow 20 minutes. Then re-assemble in large group.
7. Begin discussion with the following:

"You have just completed an exercise which was designed to heighten your awareness of traditional divisions based on sex. The notion that men rather than women are the important contributors in math and science is one of the myths that has grown out of that division. These two

academic areas traditionally have been male-dominated. In choosing one individual not only were you determining who would participate in the educational programs, but you were also determining who would *not* be allowed to participate in the math and science programs. These are all important consequences of your choices.

8. *Continue large group discussion using Questions from Handout #7, part 5.*

B. EDUCATIONAL PLANNING ROLE-PLAYING EXERCISE (45 minutes)

INSTRUCTIONS

1. *Introduce this activity with the following:*

"When counseling students in the area of educational development, you are often in the position of aiding them in deciding among several courses. In this decision-making process, it is critical to be aware not only of any sex bias which influences your counseling but also to be aware of your client's sex-stereotyping of various courses and eventually various careers.

We will now examine various strategies and/or tools which you as a counselor might use in initiating a change in the attitude that men are 'supposed to take math' and women are 'supposed to write poetry.' We will do this by role-playing a few situations which you as a counselor or student personnel worker might face with a student or faculty member."

2. *Divide participants into small groups of 4-8 members.*

3. *Distribute Handout #8: Role-Play Situations.*

4. *Continue with instructions:*

"You have in front of you a list of situations to role-play. Pick one situation which involves a student and counselor from Set 1. Decide who will be the student and who will be the counselor in the first situation. Take 5 minutes to role-play the situation. Observers will have the opportunity to give feedback at the end of the 5 minutes."

5. *Allow the groups 5-10 minutes to give feedback to the role-players. Encourage them to*

focus on the strategy used by the counselor.

6. *Instruct groups to choose a situation from Set 2:*

"Now decide who will play the counselor and who will play the role of staff person in the second situation. Take 5 minutes to role-play the situation. Observers will have the opportunity to give feedback at the end of the 5 minutes."

7. *Allow the observers 5-10 minutes to discuss the strategy used by the counselor.*

8. *If time permits, change roles and use new situation.*

9. *Conclude activity with the following if time permits:*

"We have spent time exploring our sex biases when we assist students in making educational decisions. Course selection is often the starting point for the later division of sexes into their 'appropriate' career fields. Thus, it is important that we not only become aware of our biases, (as we attempted to accomplish through these exercises), but also that we develop strategies and tools to cope with sex biases and stereotyping among ourselves, students, teachers, parents and the community."

C. UNIT EVALUATION (15 minutes)

INSTRUCTIONS

1. *Distribute Handout #9: Unit 2 Evaluation.*
2. *Allow participants 15 minutes to complete and leave in middle of table.*

WHO PARTICIPATES?

Handout #7
Unit 2
Workshop
Activity A

INSTRUCTIONS FOR GROUP MEMBERS

1. Divide into groups of three to five members.
2. Situation: Your group is an academic advisory committee that must make recommendations to the administration as to who will be selected for various academic programs. There are many qualified people but you must decide who will benefit the most personally and who will benefit society the most from participating in the program.

Each member of your small group must first decide alone. After each member has come to a decision, discuss your choice and reasons for your selection with the other group members.

Then, you should try to arrive at a group consensus as to which student will be chosen to participate in the program. Your group decision and reasons for your choice will be presented to the large group.

3. The participants will have 5 minutes to work alone and to choose one student for Program A and one student for Program B. Participants should make note of why they chose particular students and why they decided to eliminate other students.
4. Each small group will have 20 minutes to arrive at a consensus as to who will be selected for each program. If there is a disagreement in the group, members should attempt to convince the other group members of their choice. After 20 minutes, or after a decision is reached by each group, final decisions will be presented to the large group. Include the reasons why particular students were chosen or eliminated.
5. Reassemble in large group and discuss the following questions:
 - a) How did the sex of the student enter into your decision?
e.g., the description of Alan and Barbara in Program A was the same. What differences did you fantasize between the two of them in making your decision?
 - b) Did you consider their careers in making your decisions?
 - c) How did your values on educational equality enter into your decision as an individual? As a group?
 - d) What assumptions did you (your group) make about each student because they were a male/female?

PROGRAM A PROFILES

PROGRAM A is an advanced physics program at the local University held on four Saturdays next month. This program is in addition to all required work at the high school. Given that they all want to attend the program, you must choose one of the following students:

1. Alan--a junior who has successfully completed a full year of physics. He is interested in attending a summer workshop held in Washington, D.C. on research in physical sciences. The course would enable him to actively participate in the conference and in nationally renowned research.
2. Betsy--a senior who has completed all required courses. She is the top student in the senior class and is looking for a challenging career. Being a gifted student, she has not chosen a field for a career from the many areas in which she excels.
3. Barbara--a junior who has successfully completed a full year of physics. She is interested in attending a summer workshop held in Washington, D.C. on research in physical sciences. The course would enable her to actively participate in the conference and in nationally renowned research.
4. David--a sophomore who "lives and breathes physics" according to his past science teacher. The courses in the high school are too elementary for him. The only program that would offer a challenge is the advanced physics course.

PROGRAM B PROFILES

PROGRAM B is a calculus course that is being offered in the senior high school. This course is part of the curriculum. It was originally designed for seniors, but there is one opening left for a junior. It will not be offered next year. Decide which of the following students should be admitted to the course:

1. Carol--a junior who plans to attend a private eastern women's college. She is an excellent math student. She is interested in a career in business or economics.
2. Bob--a junior who has completed all the science courses which the high school has to offer. He is currently doing an independent study with the chemistry professor. He is very interested in all the sciences he has studied: chemistry, biology, geology and botany.
3. Tom--a junior who is trying to get accepted by an exclusive private college. Taking a senior trigonometry course as a junior will give him the honor credits he needs to be accepted by his chosen college.
4. Janet--a junior who wants to work in the field of medicine. She is one of the top math and science students. She is thinking about becoming a nurse or a medical technologist.

ROLE-PLAY SITUATIONS

SET 1

Choose one of the following for the first role-play:

1. Student: a sophomore girl who is very bright but is afraid to take a difficult math course because it might bring down her grade point average. She wants your permission to drop the course.
2. Student: a junior girl who wants to drop her trigonometry course because there is only one other female student in the course and everyone thinks of her as just a "brain."
3. Student: a sophomore boy who has reluctantly decided to sign up for industrial arts instead of creative writing because his friends might tease him for being in a "fag" course. He needs your signature on his schedule.

SET 2

Choose one of the following for the second role-play:

1. Faculty member: home economics teacher who believes a man should take wood-working to learn house repair skills, instead of sewing. Yet, your counselee (a junior boy) wants to sign up for sewing.
2. Faculty member: head of the mathematics department who is teaching a course in computer science. He wants to teach only boys in his seminar because the past few years, all the girls who signed up for the course have dropped it eventually. You have a counselee (a junior girl) who wants to take the course.
3. Faculty member: man who teaches auto mechanics. He doesn't want a woman in his class because then "all anyone will think about is sex." Your counselee (a senior girl) wants to sign up for that course.

UNIT 2 EVALUATION

Complete the following:

1. Math and science courses are important for all students to consider because, . .

2. If a student refuses to take a non-traditional sex appropriate course, i.e., a woman who won't take algebra II, I would use the following strategies with her:

and try to communicate the following:

3. What are the strengths and weaknesses of this Unit?

Unit 3

Women in the Work Force

SUMMARY

This unit consists of three parts.

The purpose of the first part is to acquaint participants with some facts about the extent of women's participation in the work force. Characteristics of women workers, and some of the reasons why women work will be discussed.

Method:

1. Trainer distributes and grades Women in the Work Force fact quiz, and initiates discussion based on participants' reaction to the quiz.

The purpose of the second part is to focus the participants' awareness on the values which underlie personnel decisions, and to examine the consequences of various approaches to personnel decision-making on individuals.

Method:

1. Trainer distributes "Values in Personnel Decision-Making" handout and facilitates exercise and resulting discussion.

The purpose of the third part is to focus the participants on strategies to change sex typing in their local school system. Participants will be asked to identify one or two high priority local needs, to develop at least one action plan to ameliorate a local need, to analyze the costs and benefits of implementing strategies to combat sex typing in the local school, and to obtain commitment for change.

Method:

1. Trainer facilitates participant action-planning and discussion based on the handout "Where Do We Go From Here?"

UNIT 3

WOMEN IN THE WORK FORCE

RATIONALE

Before positive changes can be made, it is important to distinguish between the myths and realities of working women and to identify those values which influence decisions about who works in what jobs.

OBJECTIVES

1. To increase participants' awareness of the extent of participation by women in the work force.
2. To increase participants' knowledge of the characteristics of women workers.
3. To increase participants' knowledge of the reasons why women work.
4. To increase participants' knowledge of the conditions under which many women work.
5. To examine how values about work and workers may influence who gets to work and in what jobs.
6. To examine strategies needed to change sex role stereotyping in the local school situations.

MATERIALS

Pens

Handouts

- #10 Women in the Work Force Quiz
- #11 Values in Personnel Decision-Making
- #12 Where Do We Go From Here?
- #13 Unit 3 Evaluation

TIME

2 hours and 45 minutes

RESOURCE PACKET

The *Resource Packet* for Unit III contains the following activities, which can be used by participants on an individual basis:

1. Women and Work Fact Sheets
2. Career Development Background Article
3. Suggested Follow-Up Activities

4. Sex Fairness in Vocational Interests Instrument

5. Suggested Readings

The Resource Packet also contains a background article on career development. The trainer may also use this article in preparation for conducting this activity.

WORKSHOP ACTIVITIES

A. WOMEN IN THE WORK FORCE QUIZ AND DISCUSSION (1 hour)

INSTRUCTIONS

1. Introduce this activity with the following:

"In a few minutes I am going to hand out a short quiz. The purpose of this quiz is to assess our knowledge of the characteristics of women who work, as well as where and why they do so. Many people who have taken this quiz express surprise at the answers. Hopefully, it will raise many questions for you. After you are finished, we will take about 45 minutes to discuss the results."

2. Distribute Handout #10: Women in the Work Force Quiz.

3. Allow participants to answer all the questions. 10-15 minutes

4. Score the quizzes. You can either score the entire quiz and then go back and discuss each item or read each correct answer and discuss each item individually. If your group has under ten members, you can discuss the items with the total group. If the group has more than ten members, break down into discussion groups of no more than eight persons each.

The correct answers to the Women in the Work Force Quiz are listed below:

1. c 12.5
2. d 40%
3. d 54%
4. d 25 years
5. c 38%
6. b 14%
7. d 2/3

8. b 50%
9. a 8th grade
10. b 27%
11. c 54%
12. a 58%
13. d 90%

The following questions can be used to promote discussion about the quiz. Try to ask most of them for each question. If you break into sub-groups, share these questions with the group members.

1. Is the answer to this question surprising to anyone? If so, why?
2. Does this answer dispel or refute any myths or misinformation that many people tend to hold about women and work?
3. Does this fact have any implications for how you program counseling and guidance services for girls?

B. VALUES IN PERSONNEL DECISION-MAKING (45 minutes)

INSTRUCTIONS

1. Introduce this activity with something like the following:

"We have just completed an activity in which we got in touch with some of the characteristics of women workers. In the next activity we will be dealing with individual workers. We will be working on a task which should help us to identify some of our values about work and work performance and how our holding these values may influence our decisions about people."

2. Distribute Handout #11: Values in Personnel Decision-Making.
3. Divide participants into groups of four to six.
4. Go through the directions in Handout #11 for individual and group tasks with small groups.
5. Signal for groups to begin their tasks.
6. Allow 5-10 minutes then indicate that individuals should have made their decisions

and the small group should begin on the consensus task.

7. Allow 20 minutes for small groups to complete consensus task then re-assemble. If the total group is larger than 15, keep the participants in small groups, providing them with discussion questions to conduct the discussion in small groups.

8. Instruct groups to report their decisions.

9. Conduct a discussion using the following questions as stimuli:

1. Were the small groups able to come to consensus on whom to lay off and whom to promote? If not, why?
2. What were some of the arguments which were given to justify laying off or promoting individuals?

Try to keep the discussion going until arguments dealing with the following have been presented: Seniority

Work performance

Need

Personal characteristics

3. What values regarding work and desirable worker characteristics are expressed in the various arguments?

Try to direct discussion so that the following values are expressed: Seniority

Work performance

Need

Personal characteristics

4. Look at each of these four values separately and see if decisions made on the basis of them would consistently favor or discriminate against male or female workers.

e.g., If the promotion decision were made on the basis of seniority it would go to Matt Kelm. If the layoff decision were made on the basis of seniority Phil and Karen would go.

5. Which of these values do you hold most consistently? What are the likely

consequences of holding those values
when you are helping to make decisions
about other people's lives?

C. WHERE DO WE GO FROM HERE? (30-45 minutes)

If more time is available or if you wish to do a more in-depth needs assessment, use the Pupil Personnel Sex Fairness Checklist found in the Resource Packet.

INSTRUCTIONS

1. Introduce this activity with the following:

"So far today we have examined how sex typing operates to limit the educational and vocational choices of students. Some of these limits arise from our failure to provide options. Others stem from the students inability to make choices free from sex role stereotyping considerations. Any changes which may come about, however, are likely to be initiated by us.

During this last activity, we will be focusing on one or two conditions which exist in our school or community and in which we might be able to bring about change."

2. Divide participants into groups of 4-6 members each. Since local needs will be assessed, you may wish to suggest that individuals form the groups by schools.

3. Distribute Handout #12: Where Do We Go From Here?

4. Allow groups about 30 minutes to assess needs, develop their plans.

5. Re-assemble in large group and share plans.

D. UNIT EVALUATION (15 minutes)

INSTRUCTIONS

1. Distribute Handout #13: Unit 3 Evaluation.
2. Allow participants 15 minutes to complete and leave in middle of table.

Women in the Work Force Quiz

1. The average level of education attained by males in the U.S. is 12.5 years. What is the average level of education attained by women?
 - a. 10.4 years
 - b. 11.4 years
 - c. 12.5 years
 - d. 13.4 years
2. What percentage of the total American work force is comprised of women?
 - a. 15%
 - b. 25%
 - c. 35%
 - d. 40%
3. What percentage of American women between the ages of 18 and 64 are currently in the labor force?
 - a. 25%
 - b. 33%
 - c. 42%
 - d. 54%
4. How many years can the average American married woman expect to spend in the work force?
 - a. 5 years
 - b. 10 years
 - c. 15 years
 - d. 25 years
5. Of all working women, what percentage have dependent children?
 - a. 12%
 - b. 24%
 - c. 38%
 - d. 58%
6. What percentage of working women have pre-school aged children?
 - a. 3%
 - b. 14%
 - c. 25%
 - d. 33%
7. What proportion of working women work out of economic necessity--i.e., they are either single, widowed, divorced, or separated or are married to men who earn less than \$7,000 a year?
 - a. 1/4
 - b. 1/3
 - c. 1/2
 - d. 2/3
8. On the average how much of the support of children in divided families is borne by men?
 - a. 33%
 - b. 50%
 - c. 75%
 - d. 90%

9. The median income of a fully employed woman with a college degree is roughly equivalent to that of a fully employed man with what level of education?
- a. eighth grade
 - b. high school graduate
 - c. some college-but no degree
 - d. college degree
10. What percentage of white families headed by women are below poverty level?
- a. 10%
 - b. 27%
 - c. 39%
 - d. 54%
11. What percentage of Black families headed by women are below poverty level?
- a. 10%
 - b. 39%
 - c. 54%
 - d. 78%
12. The median income of fully employed women is what percentage of the median income of fully employed men?
- a. 58%
 - b. 74%
 - c. 88%
 - d. 96%
13. What percentage of American women work full-time sometime during their lives?
- a. 33%
 - b. 50%
 - c. 75%
 - d. 90%

Values in Personnel Decision-Making

INSTRUCTIONS

1. Break into groups of 4-6. Include both men and women in each group.
2. Your small group will have the following tasks:

Your group represents the personnel board of a large business. This board has the responsibility of making two decisions today:

- a. Because of unforeseen financial reversals you must cut back on your payroll which necessitates laying off two employees.
 - b. One of your employees must be promoted to supervisor of a special production unit. Five experienced men aged 26-56 comprise this unit. They've been working together as a team for four years now. Their former supervisor recently quit in order to take a higher paying position with another company. You must decide who will be the new supervisor.
3. Read over, "Description of Employees under Consideration."
 4. First, formulate your own individual decisions. Be prepared to defend your choices--the two who will be laid off and the one who will be promoted--to the rest of your group.
 5. Then each group or board is to reach consensus in choosing which employees to lay off and which one will be promoted. Each group is to choose a leader or chairperson who will be responsible for initiating the discussion and for making sure that everyone on the board gets a chance to contribute to the discussion. The chairperson will report to the large group at the end of 15 minutes. Remember to keep in mind your original rationale employed in formulating your personal decisions as well as your reasons for modifying those decisions in the group, should you do so.

Description of Employees Under Consideration

Matt Kelm is a 45-year-old man with a family of 6 children and a wife whom he supports. Matt has been with the company for 15 years, knows everyone and is well liked by his fellow employees. His supervisor notes that he has been somewhat slack in doing his work of late. But the supervisor believes that with a "good talking too" and close supervision Matt will resume his good production rating.

Sue Tremount is a woman in her early thirties whose production rate is well above average. Her husband is a well paid working professional. Sue has no children. Her supervisor describes her as an assertive go-getter. Sue is respected by her fellow employees, but is sometimes seen as being a bit distant. Sue has been with the company five years.

Phil Stands, a recent college graduate, has just started in the company. His supervisor has noted that he brings many innovative ideas and lots of energy to his job. His production output has been average to good; he has made substantial progress since he joined the company and is seen as having considerable promise. Phil is single and is known to have "his eye on the executive suite".

Karen Shores is 25 years old. She has two young children who stay at a well run day care center during working hours. Karen's husband earns a modest living as a community fireman. While Karen's work is viewed as consistently good by her supervisor, Karen herself is described as quiet and unassuming. Karen has been with the company for the past two years.

Where Do We Go From Here?

1. Appoint a spokesperson for your group.
2. Take about 15 minutes to identify one or two practices in your school or community related to sex typing that you would like to see changed.
 - Small groups are set up to help students clarify their values with respect to sex role stereotypes and to explore non-traditional career options.
 - Parent groups are set up to discuss sex role stereotyping in educational and vocational choices.
 - Career guidance materials (occupational information) are reviewed for sex bias. Procedures are implemented to screen new materials and to seek out sources of non-sexist information.
 - Counselors and other pupil personnel workers take an active role in insuring that equal opportunity laws (Title IX, etc.) are implemented.
 - Efforts will be made to insure that staffing policies provide students with role models of both sexes.
3. Discuss the potential costs and benefits of meeting this need.
4. After you have identified a high priority need, discuss possible options for how it might be met. Focus on the following questions:
 - What will be the goals of the plan?
 - Who will be responsible for getting it underway?
 - When will work get started on it?
5. Try to identify members of your group who will commit themselves to following through on this task. Their first responsibility might be to arrange a time for your group to meet again.
6. Ask your spokesperson to share your plans and announce your commitments to the total group.

UNIT 3 EVALUATION

Directions: Think about what you have learned through the "Women in the Work Force" quiz, the "Values in Personnel Decision-Making" activity, and the "Where Do We Go From Here?" plan. Focus both on knowledge you have gained, as well as any changes you observed in your beliefs or attitudes.

1. "Women in the Work Force"

As a result of this activity:

I LEARNED _____

I BELIEVE _____

2. "Values in Personnel Decision-Making"

As a result of this activity:

I LEARNED _____

I BELIEVE _____

3. "Where do We Go From Here?"

As a result of this activity:

I LEARNED _____

I BELIEVE _____

Unit 4

Career Planning for Individual Development

SUMMARY

This unit is divided into two parts.

The purpose of the first part is to heighten the participants' awareness of sex-role biases, by identifying discrepancies between intellectual and emotional reactions to different value situations, and identifying sex-role biases toward reducing the home/career conflict.

Method:

1. Trainer distributes handout and facilitates vignette activity and resulting discussion.

The purpose of the second part is to have participants identify sources of resistance for young women to career planning, to identify sources of resistance that may be more typical of girls than of boys, and to practice responding to clients who show resistance to career planning.

Method:

1. Trainer distributes handout and facilitates role-playing and resulting discussion.

UNIT 4

CAREER PLANNING FOR INDIVIDUAL DEVELOPMENT

RATIONALE

There are many adult roles that children will be expected to fulfill. For most boys and girls, the roles of worker, spouse, and parent will be the most important. In general, girls have been encouraged to develop "home"-related skills needed to assume the roles of spouse and parent, and discouraged from developing "career"-related skills. Boys have generally been encouraged to develop "career"-related skills, and lack training in "home"-related skills needed for the spouse and parent roles. Given that the roles of worker, spouse and parent, and the skills needed for each are equally important for the healthy individual to know, how can we change the present disparity?

OBJECTIVES

1. To examine the "home/career" conflict as it affects men and women in our society.
2. To identify our biases toward several solutions to the "home-career" conflict.
3. To identify sources of resistance to career planning in young people and how that resistance might be overcome.

MATERIALS

Handouts

- #14 Home/Career Conflict Vignettes.
- #15 Career Planning is Impractical.
- #16 Career Planning is Impractical Problem Examples.
- #17 Role-Play Observation Sheet.
- #18 Unit 4 Evaluation.

TIME

2 hours

RESOURCE PACKET

The *Resource Packet* contains the following articles that can be used to supplement this unit:

1. Home/Career Conflict Background Article
2. Suggested Readings

WORKSHOP ACTIVITIES

A. HOME/CAREER CONFLICT VIGNETTES (45 minutes)

INSTRUCTIONS

1. Introduce this activity with the following:

"One of the decisions facing all young people is how they will apportion their time between a number of adult roles they will be expected to play. For many of our clients, the roles of worker, spouse, and parent will occupy the majority of their time. Frequently counselors are called upon to help people establish their priorities in these areas.

It is important that we as counselors understand our own preferences for different life-styles. Our attitudes may, at times, influence how we deal with our clients. Often our attitudes and values or our emotional reactions differ from our professional judgments about situations.

In this next activity we will examine a number of options for combining family and worker roles. In responding to them, try to identify both your professional/intellectual responses and your private/emotional responses."

2. Distribute Handout #14: Home/Career Vignettes.

3. Go through the instructions on Handout #14 with participants. Note particularly size of groups, identifying a spokesperson, and the time limits.

4. Signal for groups to begin when all participants are clear about the task.

5. Allow 30 minutes then reassemble into large group. If group size is larger than 15 suggest that discussion take place in small groups. The discussion questions which appear below are also on the last page of Handout #14.

--What did you learn about yourselves, particularly about any sex role biases which you might have?

--Were your intellectual and emotional reactions ever different? In which cases? What is the meaning of these differences?

--Is your typical behavior most like your intellectual or your emotional reaction?

B. CAREER PLANNING IS IMPRACTICAL (1 hour and 10 minutes)

INSTRUCTIONS

1. Introduce this activity with the following:

"Resistance to career planning may arise from a number of sources. Among young women, some of the resistance may be related to the uncertainty of whether they will need or want to work at all. They may not know if they will marry, or what the financial circumstances of that marriage would be. Often this uncertainty leads to undue procrastination in making educational and vocational plans. In the next exercise, we will try to generate a list of specific, potential sources of resistance to career planning. We will also experiment with some ways of dealing with this resistance through role-playing."

2. Distribute Handout #15: Career Planning Is Impractical.

3. Go through the instructions in Handout 15 with participants.

4. When directions are clear, signal groups to begin.

5. Allow 15 minutes. Then re-assemble into large group and share lists.

At this time also discuss the question: "Which of the 'Problems' may be related to the fact that Pam has been socialized as a girl?" Allow 15 minutes for sharing and discussion.

6. Distribute Handouts #16 and #17: Career Planning is Impractical Problem Examples and Role-Play Observation Sheet.

7. Divide group into triads. Participants are to role-play one or more of these problem situations. Role-play situations may come from Handout #16 or from the participants' own lists. Each participant should play the roles of counselor, client and observer.

Each role-play, including feedback, should take about ten minutes. Signal end of each ten minute period so that triads can change roles.

8. *Reassemble in large group and discuss:*

- a. Did anyone notice any particularly effective techniques for dealing with resistance? Can you describe it?
- b. What did you learn about yourself in the role-playing?
- c. What did you learn about the "Home/Career Conflict" in the role-playing?

C. UNIT EVALUATION (5 minutes)

INSTRUCTIONS

1. Distribute Handout #18: Unit 4 Evaluation.
2. Allow participants 5 minutes to complete and leave in middle of table.

Home/Career Conflict Vignettes *

OBJECTIVES

1. Increase awareness of and clarify sex role values.
2. Identify differences where they exist between our intellectual and emotional reaction to different value situations.
3. Identify implications in terms of behavior and conflict.

INSTRUCTIONS

1. Divide into groups of four.
2. Examine the "Home/Career Conflict" vignettes.
3. Choose a leader who will read each question, one at a time; moderate the discussion, and make certain that everyone has a chance to contribute.
4. Read each question. Report your thoughts or intellectual reaction to it. Then share your emotional or feeling reaction.
5. Work at trying to understand each others' points of view. This is not a time to be critical, but rather to promote understanding of the complicated issue of coupling family and career. You'll have the next 30 minutes to share your reactions with one another.
6. Re-assemble in large groups and share what went on in small groups.

DEBRIEFING

Address the following questions:

- a. What did you learn about yourselves?
- b. Were your intellectual and emotional reactions ever different? In which cases? How do you react to these differences?
- c. To which reaction or viewpoint does your behavior correspond?

It is important that as counselors and educators we become aware of our values so that we do not unwittingly impose them upon our clients. Sometimes it's difficult to be honest with ourselves especially when we know the quote "right" professional answers. The questionnaire was obviously designed to encourage self-exploration, a process which can help us as

* Parts of the following activity have been adapted from Stebbins, L.B., Ames, N.L., & Rhodes, I., Sex Fairness in Career Guidance: A Learning Kit. (Cambridge, Mass.: Abt Publishing). (1975).

well as our clients.

HOME/CAREER CONFLICT VIGNETTES

1. Mr. & Ms. M. share all household tasks and the care of their small children. Both work half-time, which reduces their income but allows them to maintain this family relationship. How do you feel about Mr. M.?
 - a) Mr. M. is probably somewhat lazy and unmasculine.
 - b) Mr. M. is wasting his time and will never be successful.
 - c) It is great that Mr. M. has someone to share his economic responsibilities and permit him to spend more time with his family.
 - d) Mr. M. is to be admired, but you couldn't accept such an arrangement.
 - e) No particular feelings one way or the other.
 - f) Other--specify.
2. Mr. & Ms. A. are both working in careers that provide much satisfaction and opportunity for personal growth. They are separately offered jobs in different cities that would greatly advance their careers. What is the best solution?
 - a) Stay put.
 - b) Mr. A. takes new job, wife follows.
 - c) Ms. A. takes new job, husband follows.
 - d) One partner takes the new job, decided by lot.
 - e) Separate, depending on distance, with each taking the job each wants, and waiting to see what happens.
 - f) Other--specify.
3. Ms. B. is involved in a career she finds both exciting and challenging. Her job has often necessitated that she travel extensively. She is sometimes out of town for a week or two at a time. Ms. B. is married to a man who is very involved in his own career. They've decided not to have any children. How do you feel about their decision?
 - a) Think they'll regret it later when they're old and have no grandchildren.
 - b) Feel sorry for Mr. B. since he'll have no son to carry on his lineage.
 - c) Feel sorry for Ms. B. who will never know the fulfillment that comes with bearing a child.
 - d) Think that Ms. B. should eventually fulfill her role as a wife and settle down to spending more time at home caring for her house and husband.
 - e) Respect their decision but realize I could not live with such an arrangement.
 - f) Other--specify.
4. Mr. F. has decided to stay home and care for their two preschool

children while Ms. F. pursues a career and earns the family livelihood. Mr. F. truly enjoys raising his children and caring for the house while his wife loves the excitement and challenge of her career. How do you feel about this arrangement?

- a) If they are both happy, so be it.
 - b) I worry about the children who will suffer from lack of contact with their mother.
 - c) Mr. F.'s children will someday lose respect for him or think he's odd. They will be hurt by this arrangement as it goes against what has been established as natural and right.
 - d) This marriage probably won't last.
 - e) Other--specify.
5. Ms. C. believes she has an excellent mechanical aptitude. She loves to repair things and has done minor mechanical repairs on her own car for some time now. She is considering a career in auto mechanics, attracted as much by the prospects of good pay as she is by the prospects of challenging her natural talents and interests. What do you think about her interest in becoming an auto mechanic?
- a) I would discourage such a career as she would probably find it too grimy and dirty to stay with it, even if she could learn the technical instructions.
 - b) I wouldn't openly discourage her, but I would try to help her see all the possible pitfalls. Inwardly I might question her ability to ever "land a man" if she pursues such a career.
 - c) I would help her to look at all her options; given her interest and aptitude I would encourage and support her efforts knowing that she is likely to run against a certain degree of opposition.
 - d) I might question her real motives. What does she really hope to get out of doing a man's job. It could possibly indicate some need for psychiatric exploration.
 - e) Other--specify.

Career Planning is Impractical

INSTRUCTIONS

1. Divide into groups of 4 or 5.
2. In small groups generate a list of responses based on the following situation:

Traditionally boys of all classes and ability levels have been encouraged to engage in systematic career planning. For many girls, such planning has not had high priority. Let's assume that you are concerned about the lack of systematic career planning among girls in your school. Therefore, you are having conferences with all junior girls to see where they are in their planning. Your first conference gets off to a bad start when Pam states: 'Career planning is impractical.' You have several options open to you in responding to her:

1. You might admonish her--'You'll be sorry if you don't'.
2. Ask her to defend the statement--'Why'.
3. Try to convince her that it isn't.

Any of the above types of responses might work toward getting her to accept responsibility for planning. Chances are, however, that they won't.

Putting aside the above responses, think about her attitude toward planning not as the problem but as a symptom of some other problem, e.g., she doesn't know how to plan.

In your small groups generate a list of other potential 'problems' of which a statement like 'career planning is impractical' might be a symptom.

3. After you have generated your list, share it with the other groups.
4. After all groups have shared their lists of "problems" discuss which of these may be related to the fact that Pam has been socialized as a girl.
5. Choose one or two "problems" to role play. How would you respond to Pam if you suspected that "not knowing how to plan" or something else was the problem.

Do the role playing in triads. One person will be counselor, one will play Pam, and one will observe and give feedback. Rotate after 10 minutes. Each person should play each role. Use Handout #17: Role-Play Observation Sheet for guidelines on what to observe for and how to give feedback.

Career Planning is Impractical Problem Examples

If the groups are unable to come up with an extensive list of problems the following examples may be used as the basis for discussion and role plays.

1. "I don't know how to plan."
2. "I don't know enough about what I want."
3. "I don't have enough information about schools."
4. "I don't have enough information about jobs."
5. "The future is too uncertain."
6. "I want to be a housewife."
7. "I don't have any money for school."
8. "I need to wait until I know what X is going to do."
9. "I don't think I can handle a career and motherhood."
10. "I don't have any skills."
11. "I don't have any confidence in my ability to be a productive worker."
12. "I resent other people telling me how I should run my life."
13. "I won't have anything to say about what I'll do anyway. My husband, father, boyfriend, etc., will tell me."

Role-Play Observation Sheet

The following questions may be helpful in focusing your observations of the counselor in the role playing situations. When sharing your observations, remember to give specific examples of the counselor's behavior. The more specific and descriptive you can be, the more helpful your feedback will be.

1. How long did it take the counselor to identify the source of the client's resistance?
2. Did the counselor acknowledge the client's feelings about career planning?
3. What specific methods did the counselor use in helping the client to explore this problem?
4. Did the counselor provide any "new" information to the client?
5. If you were the client, do you think you would want to speak further with this counselor about career planning?

UNIT 4 EVALUATION

Directions: Take a few moments to think about what has happened today. Focus on both what you have learned about career planning with students and what you have learned about yourself. Please write your responses on the lines below.

1. Home/Career Conflict Vignettes:

As a result of this exercise I learned the following about:

MYSELF _____

CAREER PLANNING _____

2. Career Planning is Impractical discussion and role-playing

As a result of this exercise I learned the following about:

MYSELF _____

CAREER PLANNING _____

UNIT 1

RESOURCE PACKET

CONTENTS

Myth and Reality Fact Sheets

Background Article on Sex-Typing

Sex Fairness in PPS Programs
Checklist

"What are My Values?"
Checklist

THE MYTH AND THE REALITY

(Handout)

MYTH 1: *Are sex-role differences consistent throughout history and across cultures? OR Has woman's place always been in the home?*

REALITY: The answer is "no". Sex-role norms are a function of time and place...a product of cultural demands. For example, renowned sociologist-anthropologist Margaret Mead observed three very different South Pacific tribes. One of the tribes, the Arapesh, encourage their young boys, as well as their girls to develop affectionate, generous, gentle dispositions. Their neighbors, the Mungdumors, teach all their children to be competitive, aggressive, and independent. A third tribe in the area socializes girls to earn their sustenance and the boys to adorn themselves with the tribe's sacred objects.

As far as our national heritage is concerned, job differentiations along sex lines did not truly exist in the rural culture of America during Colonial times. As Stivers (1974) indicates, our Colonial ancestors of both sexes participated equally in meeting the needs of family and community.

The major change in the patterns of women's lives occurred after the Civil War when accelerating industrialization and urbanization ushered in a rapid increase in the urban middle classes. From that point in time, until the breakout of WWII, women became primarily responsible for the care of the home and children and men became primarily responsible for earning the family's sustenance.

(Ginzberg, 1966, p.7)

The separation of home and business was complete. However, during World War II the crisis situation led to women moving into previously male-dominated jobs. The former sex-role system was restored as soon as the war ended, even though a 1944 Women's Bureau study indicated that 80% of the women employed during the war wanted to continue their jobs. These women had often performed as well or better than their male antecedents.

Today more than half of all women between 19 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. However, much of the increase in job opportunities for women since World War II can be accounted for by the expansion in service industries. Many of these jobs are considered as extensions of woman's basic home role. Women's entrance into male-

dominated fields, as well as men's entrance into female-dominated fields has proceeded only slowly.

MYTH 2: *Women aren't seriously attached to the labor force; they work for extra pocket money.*

REALITY: Of the nearly 34 million women in the labor force in March, 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than \$3,000 a year. Another 4.7 million had husbands with incomes between \$3,000 and \$7,000.*

MYTH 3: *Women take more sick time (are out ill more) than male workers; they cost the company more.*

REALITY: A recent Public Health Service study showed little difference in the absentee rate due to illness or injury; 5.6 days a year for women compared with 5.5 for men.

MYTH 4: *Women don't work as long or as regularly as their male co-workers; their training is costly and largely wasted.*

REALITY: A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

MYTH 5: *Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.*

REALITY: There were 19.8 million married (husbands present) women in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

*The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was \$7,386 in autumn 1972. This estimate is for a family consisting of an employed husband ages 38, a wife not employed outside the home, an 8-year-old girl and a 13-year-old boy.

MYTH 6: *Women should stick to "Women's jobs" and shouldn't compete for "men's jobs."*

REALITY: Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring twenty-two inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in fourteen areas, women excelled in 6 areas, and men excelled in 2 areas.

MYTH 7: *Children are likely to suffer if their mother works.*

REALITY: Research tends to indicate that maternal employment in and of itself is not harmful to children, and that part-time work may actually benefit some children. Nye and Hoffman (1963) found that children of working mothers were no more likely than children of non-working mothers to be delinquent, nervous, withdrawn, or anti-social; they were no more likely to show neurotic symptoms; or to perform poorly in school; or to feel deprived of maternal affection. Daughters of working mothers were more likely to want to work themselves and when asked to name one woman they most admire, they were more likely to name their own mothers. Research has also shown that mothers who would like to work, but who stay home out of a sense of duty, may not be helping their children. (Yarrow, et al., 1962).

Studies indicate that it is the quality of a mother's relationship with her children that counts--not the factor of her working. (Bem and Bem, 1973)

Similarly the quality of substitute care that children receive while their parents work also matters. Children may suffer from too many changes in day care arrangements, and/or poor quality centers. (Maccoby, 1958).

MYTH 8: *Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.*

REALITY: Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

MYTH 9: *Men don't like to work for women supervisors.*

REALITY: Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them as adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.

MYTH 10: Divorcees receive fat alimony checks from their ex-husbands.

REALITY: Only 14% of all divorced women are awarded alimony. Only 46% of these collect it regularly. When child support payments are awarded (in only 44% of the cases) they are generally less than half the amount needed to support the children. In addition, only 45% of these mothers collect child support payments regularly. This figure drops to 25% among black mothers.

MYTH 11: Construction work is a male domain--no woman would want to do heavy outdoor construction labor.

REALITY: Modern technology has made nearly all construction work easier and has brought many jobs within the capability of many women. One place where women have made a significant breakthrough in construction employment is on the Trans-Alaska pipeline.

MYTH 12: No trained women are available to be hired on construction sites.

REALITY: In 1975 when the Office of Federal Contract Compliance Programs in the Department of Labor held its first hearing to decide if goals for women would be a good idea in the Baltimore Construction Plan, Federally employed women testified that as early as 1970 women were already working in many of the skilled construction trades. In Baltimore alone there were 109 women carpenters, 131 women electricians, 458 welders, and flamecutters.

MYTH 13: With all their modern home conveniences the American housewife spends a large part of the day with nothing to do but coffee klatch and watch the soap operas.

REALITY: The truth is that caring for the home takes as much time today as it did in the 1920's.

Nonemployed women in 1924 spent 52 hours a week in housework. Nonemployed women in the 1960's spent 55 per week devoted to housework. The work week of homemakers has in fact risen and is longer than the work week of the average person in the labor force. Employed women average 26 hours per week in housework (Vanek, 1974).

MYTH 14: American husbands share the responsibilities of household work when the wife works outside the home.

REALITY: Husbands of employed women give no more help than husbands of nonemployed women. They spend only a few hours a week at it, and most of what they do is shopping. A study at Northwestern University in 1975 came to the conclusion that when women took jobs, their load of housework was lightened by only 5%--and much of the help they got was from the children.

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UNIT 1 BACKGROUND ARTICLE

Sex-Typing: What is it? What does it do? How can I help?

by Marolyn M. Parker

Just What is sex-typing?

Gender (or sex-role) stereotyping is defined as "the predetermination of peoples' choices in life on the basis of sex, without regard to individual differences or preferences."

Is anyone immune to its effects?

As a rule no one is immune to the pervasive and subtle pressures exerted by the socialization processes which characterize the culture in which one lives. Consequently even mental health practitioners in this country have found themselves the unwitting victims of sex-typing. A 1973 study (Schlossberg and Pietrofesa) found that school counselors, as a group were as sex biased as the general public--no more and no less. Another study by Broverman and her colleagues conducted in 1970, found that mental health practitioners (psychiatrists, psychologists, social workers) seemed to adhere to a double standard of psychological well-being for their male and female clients.

This dualistic standard parallels the stereotyped sex-role dichotomies which have been perpetuated by our culture. In other words, the practitioners in the Broverman study seemed to share the conviction that some dependency, passivity, and submissiveness is normal for the healthy mature woman, but not for her male counterpart, nor for adults in general (sex unspecified).

Broverman suggests that this double standard stems from the clinicians acceptance of an "adjustment" notion of health. Her hypothesis points to an important issue since school systems and their personnel have often functioned as social adjusters.

What's wrong with adjustment?

The adjustment concept has lead to conflict and stress for many individuals. That which is normal for the group at large and that which is healthy for individual development do not always represent synonymous--or even compatible--conditions.

Forced compliance to sex-typed, societal norms has thus created problems for those individuals for whom it meant a struggle against their nature--stifling, as it were, their innate and potentially positive talents and interests whenever these human dimensions crossed traditionally established sex lines. Many men, for example, have felt compelled by subtle, if not gross, societal pressures to "toughen up" and thus deny their more emotionally expressive inclinations. Many women, in their turn, have felt compelled to "soften up" and thus suppress their intellectual

or instrumental talents.

For a female in our society the adjustment issue seems complicated by the fact that there are two mutually exclusive normative sets: One which prescribes her behavior as a mentally healthy female and one which prescribes her behavior as a mentally healthy person. To meet the standards for a mentally healthy female, she must accept the behavioral norms for her sex, even though many of these behaviors (e.g. dependency and submissiveness) are considered less socially desirable and less healthy for the generalized, mature adult. On the other hand if she chooses to fulfill her human potential by exhibiting characteristics considered desirable and healthy for men and adults (e.g. independence and self-reliance), she runs the risk of being treated as a deviant in terms of her womanhood.

Women in our society thus live to some extent in a perpetual double bind, many times having to choose between artificial restrictions and socially construed deviance. Men, too suffer under double binds--a concept which will be dealt with in more detail at another juncture in this paper.

Have women learned to be biased against themselves?

The answer is "yes".

There are a number of studies (Jarrett & Sherriffs, 1953; McKee & Sherriffs, 1971) which have indicated that most women (and men) in this society, even those who deny partiality for either sex, esteem males more highly than females. Some researchers have noted that by the time women enter college they have already adopted unfavorable opinions of themselves and have experienced a significant reduction in academic self-confidence (Maccoby & Jacklin, 1974).

In one study, female college students were asked to rate a number of professional articles (Goldberg, 1968). Half of the women were informed that the articles were written by a man--John T. McKay; the others were informed that the identical articles were written by a woman--Joan T. McKay. Each student then rated every article for value, competence, persuasiveness, writing style, and so forth,

This study found that identical articles received significantly lower ratings when they were attributed to female authors. This was true not only for male-dominated fields like law and city planning, but even for articles from female-dominated fields like dietetics and elementary education. The point is that even "today's college students who have challenged the established ways of looking at almost every other issue are finding it difficult to shed their culture's sex role ideology, even though it may conflict with other strongly held ideals about individuality, self-fulfillment and interpersonal equality" (Goldberg, 1968).

What about me? Could I be biased?

There is reason to believe that each of us, even in our professional roles, may not be aware of our unconscious behaviors which perpetuate sex role differences. We have been affected by sex-role social patterns from day one when we were first wrapped in either a blue or pink blanket by the hospital

personnel. Toys, children's books, fairy tales, television programs, and parental behavior have all served to reinforce the notion that men and women have different roles, and that that is the way it should be.

How did I get that way?

Psychologists and sociologists have consistently documented the fact that parents treat female children differently than they do male children. The girl is more protected and more controlled than the boy. She is held closer to the mother's breast, and given dolls to play and identify with instead of trucks. While the boy is punished more, he is also allowed to be more active. In fact, he is usually encouraged to do so. Boys are generally expected to master a strange environment, while girls, are often expected to fear and/or avoid it.

From the outset, sex role directional signals are unmistakable. Although 51 percent of the total population in the United States is comprised of women, children's picture books contain three times as many males as females. When girls are pictured, they characteristically appear in passive roles. In contrast, boys are depicted as initiators who actively engage in their environment (Fisher, 1974). Boys are also illustrated in high-achievement activities such as piloting airplanes or running bulldozers. Girls are shown setting tables or serving food, out at play watching the boys, or caring for younger children. Older women are forever portrayed in the house, despite the fact that women now comprise over 40 percent of the entire work force.

These discriminations have been and still are, exhibited at all grade levels and in all types of written materials--including readers, math books, history books, and even guidance materials. It should be noted, however, that such discriminations are gradually being corrected as both the professional and public sectors of our society become more and more sensitized to the potential impact such depictions can have upon an individual's life orientation and development.

How do I unwittingly perpetuate sex-role stereotyping?

Often without our conscious awareness, our very speech habits reveal and perpetuate sex-role stereotypes. Male normative linguistic patterns permeate our literature as well as our speech. It is still common practice in research and clinical settings to use generic male terms to refer to individuals of both sexes or to positions that could be filled by persons of either sex--e.g. chairman, fireman, policeman, congressman...even workman and human. On the surface this may seem like harmless convention, but available research data indicates that such linguistic patterns do have the expected effect of inducing the reader to expect the positions to be filled by a man (Schneider, 1973, Lakoff, 1975).

As Edward Sapir noted: "Language and our thought grooves are inextricably interrelated--are in a sense one and the same." Think about it. How many times a day do you use the pronoun "he" when referring to humanity in general? How many times do you put the masculine before the feminine--his and her, man and woman, etc?

In addition, it should be noted that the normative connotations associated with such words as "masculine" and "womanish" reflect powerful sex-role biases. Roget's Thesaurus, for example, surrounds the "masculine" with such synonyms as "strength", while the term "womanish" is listed along side words like "weakness". Therefore, it is often easy for us to think, speak, and act in terms of such socially sanctioned dichotomies in our daily lives.

What keeps women in their place?

The present state of women may be partially attributed to legal limitations, but the basic problem is one of attitudes and consequent behaviors. Tacit outmoded assumptions about feminine roles are likely to have restricted the female high school students' vision of viable alternatives without any awareness on her part that they have done so. Of course, this is also true for boys, but perhaps not to the degree that it influences girls--especially when career decisions are on the line. The lower paying, lower status feminine jobs in our society have been restricted to approximately twelve major categories--boys have always had a much wider variety of higher paying, higher status jobs from which to choose.

This restriction of options for girls has been compounded by the fact that our society has rewarded females for being passive, accepting, and submissive, while encouraging its males to be aggressive, self-promoting, and independent. Girls are much more likely than boys to let others make their life decisions for them. Sitting back and avoiding the risks of self-assertion is, indeed, one way of making life decisions.

In addition, many girls find themselves feeling uncertain about the dynamics and implications of their career development. Researchers like Bardwick(1971) have referred to the differences in career motivation between the sexes as one of ambivalence for women and assurance for men. Perhaps this ambivalence can be seen as a conflict, created by a woman's attraction toward realizing a sense of achievement, and her desire for affiliation (e.g. marriage) with the opposite sex. Her "fear" is that these two conditions are mutually exclusive. That is, success in one necessitates failure in the other.

How does sex-role stereotyping affect men?

Women suffer because of sex-typing and men do also. In fact considerable research now exists which documents the stress that sex-typing can place on men and the toll this stress takes in terms of high blood pressure and heart attacks.

As Dr. Albert Rosenfeld (Reader's Digest, 1972) suggests, the male in our society "always has to be doing something to prove his masculinity" (whereas the female may remain more passive and still retain her sense of femininity). According to cultural expectations, this means that the male is tracked into an achieving spiral which continues throughout his working life. Many men have expressed concern over the effect this spiral has on their lives. As Mike Wallace of television's "Sixty Minutes" notes, he feels compelled not only to achieve but to keep outdoing himself in order to maintain his sense of self-worth. And he's not alone in his compulsive striving.

Men are expected to establish a place in the community and respect among peers--not only for themselves--but for their families as well. This expectation to acquire prestige and status is part of being the "good provider", but the pressures of this expectation can lead to an imbalanced life and an early demise.

What is the male double bind?

The male double bind is essentially this: Many men fear failure because success at work often defines their masculinity and sense of self-worth. At the same time, many also fear success because they recognize that "making it to the top of the corporate ladder" is not always consonant with happiness and satisfaction in life (Horner, 1974)--especially since many men have "left their personal lives way behind them" (Sheehy, 1976).

In addition, men are generally expected to be the primary wage earners or supporters of their families. Boys are taught this expectation, and as a result they may feel limited in choosing a career, which pay little or entails great risks. Subtle pressures exist for boys to reject career alternatives, even though such careers may provide a great deal of satisfaction. As an example, the creative arts are often rejected by men because they feel the monetary risks are too great.

In summary, a woman in our culture who behaves in the prescribed feminine manner must accept second class, deprived status and artificial restrictions on her behavior. In contrast a man who behaves in the prescribed masculine manner must accept full responsibility for his family's as well as his own status and financial well-being--a role that leaves him typically overworked with little time to enjoy his wife and children.

Are there any solutions?

The concept of psychological androgyny is presently being heralded as one possible alternative to sex typing. If we break the word "androgyny" into its Greek roots--andr meaning male and gyne meaning female--we see that the word signifies the integration of these socially valued characteristics traditionally associated with both masculinity and femininity. Androgyny allows members of both sexes the option of retaining the positive traits they prize, while broadening their repertoire of cross-sex-typed attitudes and behaviors.

What can I do?

By the time children reach high school age their attitudes regarding appropriate gender behavior have had literally years of conditioning. As student personnel service workers, it is our job to actively engage students in the process of critical thinking, increasing self-awareness, expanding options, and assuming more responsibility for themselves and for the course of their lives. Ours is a difficult task, but one that is well worth undertaking.

What could stop me?

Of course, this process of change cannot happen when counselors share unconscious biased attitudes with their clients. For example, if my client and I share the same stereotypic view--we both believe that a woman's place is in the home--and neither of us is consciously aware that we possess that belief, then the chance for discussion, exploration and change is truly limited.

Where do I start?

We must begin to take the time to look at ourselves and honestly identify our biases.

We must also take the time to decide whether we wish to be social adjusters or social-change agents.

If we fail to encourage our students, the present inequities will automatically perpetuate themselves.

In other words, teachers, counselors, and student personnel workers don't have to make a special effort to discourage students from exploring nontraditional avenues--society will do that job for them.

By encouraging students to listen to their internal strivings and assessing individual talent without sex-type bias, we will be encouraging constructive change.

Consciousness changing seems particularly appropriate--for counselors, educators, parents and students alike. The idea is that we must first become aware of where we are before we can effectively and accurately map our way to other destinations.

Open group discussions and personal introspection, as well as professional guidance, can provide "new" information, stimulation and a supportive forum where students can risk examining and questioning sex-role biases.

As change agents, we can actively help young students to critically examine their attitudes about sex-role stereotypes. Certainly the cause of mental health in this country will be better served if both girls and boys are encouraged toward the maximum realization of their individual potential, rather than toward a "good adjustment" to existing and restrictive stereotypes.

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THE PUPIL PERSONNEL SERVICES SEX FAIRNESS CHECKLIST

DESCRIPTION

The Pupil Personnel Services Sex Fairness Checklist has five major parts. They are counseling services, information services, career education and curriculum, staff development research follow-up and placement, and miscellaneous.

The checklist is best used as a needs assessment tool since it identifies all of the areas in which practices which reflect sex-role stereotyping traditionally have existed.

This instrument has been adapted from one developed by ABT Associates (1975).

OBJECTIVES

1. To provide a comprehensive inventory of sex fairness in pupil personnel programs.
2. To increase awareness of what "sex fairness" means when applied to pupil personnel programs.
3. To increase awareness of the extent of sex fairness in your PPS Program.
4. To provide concrete recommendations for activities to promote sex fairness in PPS programs.

INSTRUCTIONS

1. Go over the instrument item by item. Additional clarifying information for the counseling and information services categories is listed below:

1A: What should go into the "general" rating on the sex fairness in the counseling services?

--There is a disproportionate sex distribution on the counseling staff.

--Male and female counselees do not seek counseling in proportional numbers.

--The reasons why boys and girls seek counseling are differential, e.g. boys seek assistance for educational-vocational concerns, girls seek assistance for personal-social concerns.

--Counselors spend disproportionate amounts of time with boys and girls.

--Counselors spend their time quite differently with male and female counselees.

- Girls are encouraged to be dependent on the counselor; boys are encouraged to accept more responsibility for their growth.
- Counselors use different types of communication styles with boys and girls: e.g., girls are encouraged to explore feelings; boys are encouraged to apply logic to the solution of their problems.
- Counselee preferences for careers, further education, or high school courses not traditionally associated with their own sex are not reinforced. Expressions of such preferences are punished or ridiculed.

IIA. What should go into the "general" rating on the sex fairness of the information services?

The following items may be characteristic of information services which are sex biased:

- Materials in the career resource center may be biased in any of the following ways:
 - a. They are catalogued or displayed under such headings as "Careers for Men", "Exciting Careers for Women".
 - b. There is an uneven distribution of information--there is no information available on certain types of jobs.
 - c. Occupational brochures or briefs use sex-typed language; consistently show stereotyped photographs, e.g. women nurses, male doctors.
 - d. There is differential access to materials.
- Publicity about career speakers, college representatives, military recruiters, etc., is directed at one sex, e.g., announcement of a home economist speaker is made in classes where there are large numbers of girls, but not where there are large numbers of boys.
- Career days speakers are disproportionately of one sex or the other.

2. In your team, or individually, rate your PPS program for sex fairness.
3. When you have completed your ratings, consider the following questions?
 - A. What needs to be done?
 - B. What are some of the potential costs and benefits of change?
 - C. How might you capitalize on current program strengths?

THE PUPIL PERSONNEL SERVICES SEX FAIRNESS CHECKLIST

COMPONENT

I. Counseling Services

Check here if not
Applicable

A. General rating of sex fairness
in the counseling services

()

1	2	3	4	5
Sex biased			Sex Fair	

B. Individual counseling services

1. Clients are encouraged to
clarify their values with
respect to sex-role stereotypes.

()

1	2	3	4	5
Never	Under Special Circumstances		Frequently	

2. Clients are encouraged to explore
non-traditional career options.

()

1	2	3	4	5
Never	Under Special Circumstances		Frequently	

3. Clients are encouraged to fan-
tasize about their career goals
before considering current
employment "realities".

()

1	2	3	4	5
Never	Under Special Circumstances		Frequently	

C. Group counseling services

1. Group counseling sessions are con-
ducted with clients in which sex-
role stereotyping & its effects on
career choices are discussed.

()

1	2	3	4	5
Never	Under Special Circumstances-		Frequently	

2. Parents are included in the
counseling process.

()

1	2	3	4	5
Never	Under Special Circumstances		Frequently	

CHECKLIST (continued)

Check here if not
Applicable

3. Spouses are included in the
counseling process

()

1	2	3	4	5
Never	Under Special Circumstances		Frequently	

- D. Describe other activities/services
designed to insure sex fairness
in counseling.

II. Information Services

- A. General rating of the sex fairness
of the information services.

()

1	2	3	4	5
Sex biased				Sex Fair

- B. Reference materials

1. Career guidance materials have
been reviewed for potential
sex bias.

()

1	2	3	4	5
No attempt has been made	Informal review Review as it comes up		Formal analysis conducted	

2. An attempt has been made to locate
information that broadens the
range of options.

()

1	2	3	4	5
Little or no attempt	Sporadic efforts		A systematic attempt	

3. The following information sources
have been utilized:

Yes

No

Government Agencies
Organizations & Associations
Businesses & Industries
Professional Journals
Local employers or other
Interested persons
Commercial Publishers

() ()
() ()
() ()
() ()
() ()
() ()
() ()

CHECKLIST (continued)

Check here if not
applicable

4. Clients are involved in the information process. ()

1	2	3	4	5
Little or no attempt		Sporadic efforts		A systematic attempt

C. Legal Services

1. The pupil personnel services workers are familiar with equal opportunity laws & their application. ()

1	2	3	4	5
Not Familiar		Vaguely Familiar		Very Well Informed

2. Procedure for filing informal or formal complaints are available to the client through the guidance office. ()

1	2	3	4	5
Little or no information is on hand		Information is on hand; clients must avail themselves of it		Information is on hand; counselors provide assistance in understanding & using it

3. Resources in the community have been identified for helping clients with complaints. ()

1	2	3	4	5
No responses have been identified		A few persons or groups are known to the counselor		Active coordination between the counselor & appropriate community resources

4. Counselors or other pupil personnel service staff take an active role in insuring that equal opportunity laws are implemented in education and employment. ()

1	2	3	4	5
No social action is taken		In select cases, a counselor may intervene on behalf of a client		Counselor attempts to influence admissions & hiring policies wherever discrimination is found

CHECKLIST (continued)

D. Other support services

The following agencies offering sex fair guidance services have been identified & communication links established:

	Identified		Communication Established	
1. Other counseling services	()	()	()	()
2. Information services	()	()	()	()
3. Appraisal services	()	()	()	()
4. Placement services	()	()	()	()
5. Women's or men's groups	()	()	()	()
6. Day care services	()	()	()	()
7. Educational institutions including community colleges & college and university adult education programs	()	()	()	()
8. Community organizations such as (list):	()	()	()	()
9. Other	()	()	()	()

E. Describe other activities/services designed to insure sex fairness in providing clients with information:

III. Career Education and Curriculum

A. General rating of efforts made to implement sex fair curriculum policies.

()

1 2 3 4 5
Sex biased Sex Fair

B. Specific Activities

1. Efforts have been made to insure that textbooks & other curriculum materials have been reviewed for sex fairness.

()

1 2 3 4 5
Little or Much Effort
no effort Some effort

CHECKLIST (continued)

Check here if not
applicable

2. Efforts have been made to insure that curriculum offerings are open to members of both sexes & students are counseled to choose from among all options irrespective of gender.

()

1	2	3	4	5
Little or no effort		Some effort		Much effort

3. Efforts have been made to insure that staffing policies provide clients with role models of both sexes.

()

1	2	3	4	5
Little or no effort		Some effort		Much effort

4. Efforts have been made to insure that career education courses included are designed to teach sex fairness in career choices; i.e., both women & men, not just those traditionally associated with one's gender.

()

1	2	3	4	5
Little or no effort		Some effort		Much effort

5. Efforts have been made to insure that career education programs include experiential activities in non-traditional work settings.

()

1	2	3	4	5
Little or no effort		Some effort		Much effort

- C. Describe other activities designed to institute sex fairness in the education process:

CHECKLIST(continued)

IV. Staff Development, Research, & Follow-up, Placement

- A. Counselors & other pupil personnel staff work with other staff to help insure sex fairness in their relationships with clients through:

Yes	NO
()	()
()	()
()	()
()	()

1. Informal discussion
2. Workshops
3. Curriculum Development
4. Other (specify)

Check here if not applicable
()

- B. The pupil personnel services staff is knowledgeable about current research on sex role stereotyping & its effects on women and men.

1	2	3	4	5
Not		Somewhat		Very Well
Familiar		Familiar		Informed

- C. Clients are followed up to assess their implementation of & satisfaction with their career and life choices.

()

1	2	3	4	5
Not		Informal		Systematic
Followed-up		Follow-up		Follow-up

- D. Placement services are sex fair, clients are placed in a number of settings irrespective of gender.

()

1	2	3	4	5
Sex biased				Sex Fair

- E. Describe other activities designed to insure sex fairness.

V. Other

- A. Contact has been made with the greater community through workshops & other outreach activities.

()

Little or no effort	Some effort	A great deal of effort made

- B. Describe any other activities or plans designed to insure sex fairness.

"WHAT ARE MY VALUES?" CHECKLIST

OBJECTIVES

1. To inventory personal sex-role values.
2. To identify personal sex-role biases.
3. To encourage change in at least one area of sex bias.

INSTRUCTIONS

1. If possible, ask a colleague to join you in this exercise.
2. Having a colleague go through this with you can be beneficial for several reasons. First, the companionship and support of another person can be very helpful when we are trying to change our behavior. Secondly, we have found that "public" commitment encourages behavior change.
3. Read over the questions listed on the next page.
4. Try to answer the questions honestly as you now are.
5. Contract with your partner to do something specific about altering one of your behaviors over the next week.

"WHAT ARE MY VALUES?" CHECKLIST

How Sexist Am I As a Counselor?
or a Teacher?
or a Student Personnel Worker?

Do I find myself taking a different tone of voice with a boy than I do with a girl?

Do I react to boys with long hair--thinking "It's just not right. You can't tell the boys from the girls anymore."

Do I ever discourage a girl from going after a career--like engineering--in which there are few women?

Do I notice when there is more encouragement given to boys than to girls to participate in athletics?

Do I notice when there are more opportunities to engage in various sports for boys than for girls?

Do I expect boys to be tougher than girls?

Do I expect boys to be more athletic than girls? More interested in athletics?

Do I expect boys to be more competitive than girls?

Do I expect girls to be more cooperative, patient, and giving than boys?

Do I react (perhaps "feel funny" inside) when I hear that a boy wants to pursue a career as a nurse? or become a secretary? Would I discourage such aspirations in a boy?

Do I notice when certain activities seem to be taken over by one sex, i.e., door opening, serving, housecleaning, mechanics?

Would I ever encourage a girl to take shop--or a boy to take home economics? Have I ever done so?

Do I present careers to a girl as something to fall back on in case she needs it after she marries?

Do I routinely steer most girls into secretarial, nursing, or teaching fields?

Do I expect girls to be modest and shy? More so than boys?

Do I expect girls to be better at English/literature than boys?

Do I expect boys to be better at math and science?

Do I accept a girl's proclamation that she isn't very good at math--thinking or saying "most girls aren't"?

Do I tend to encourage more boys than girls to go on to college?

Do I really believe that boys need education more than girls do since they will probably marry and raise a family anyway?

Do I expect boys to be more assertive--more initiative? More mischievous, more active? Do I ever think "boys will be boys"?

Do I expect girls to do the decorating at a party? To serve the punch? To clean up? To do the dishes?

Do I find swearing, smoking, drinking, sex without marriage, etc., more acceptable when exhibited by a boy than a girl?

Do I ever suspect that the women's liberation movement has created more harm than good? That women are now losing their femininity by becoming more like men?

UNIT 2
RESOURCE PACKET

CONTENTS

Fact Sheets: Women and Mathematics
Suggested Follow-up Activities
UCLA Mathematics Information
Ohio State Mathematics Information
Suggested Readings
Resource People

FACT SHEET

Women and mathematics

by Judith M. Rodenstein

Who takes math as an elective in high school?

In the Wisconsin Public School System males outnumber females in the most advanced high school math course by 3:1 margin. In 1973 a study was conducted in California with 1,324 students from grades 2-12 to determine their preferences for four subject areas: math, English, science, and social studies. It was found that boys tend to prefer science and girls tend to prefer English. It is important to note however, that there was no sex difference in the preference for math. Yet, boys are choosing math as an elective.

Another example of this phenomenon is evident at Berkeley. Data collected from a random sample of freshmen admitted to Berkeley in Fall 1972 showed that 57% of the males had taken four years of high school math, whereas only 8% of the females had taken four years of high school math.

Why are there more males in math electives than females?

Several hypotheses have been advanced to account for the sex differences in the amount of high school math taken: 1) men more frequently choose mathematics electives because they recognize their necessity for meeting certain career objectives, or 2) as Fennema and Sherman at the University of Wisconsin believe, there are a myriad of subtle influences which lead male and female students to believe that mathematics is a male domain and that females who take math courses are not "feminine".

Is advanced math really necessary?

Men may choose math as an elective because it is necessary for career objectives. This is certainly true for men, but it is just as true for women. In order for women to keep a full range of career options open, they need high school math electives. For example, at Berkeley, students need four years of high school math to get into Math 1A, an introductory math course. Math 1A is required at Berkeley for every field and major except the traditionally female majors which lead to the lower paying jobs. Thus high school math becomes the critical filter in preparing men and women for numerous high ranking and status careers.

At UCLA, high school trigonometry and second year algebra are required in many college programs. A few which you might expect are mathematics, physics, meteorology and computer sciences. Yet it is also needed for psychology, business/economics, nutrition and environmental sciences. If a student is interested in anthropology, political science, art, dance

or French, math electives are not required but it is important that the student understand that career options are already closing by not choosing to take trigonometry. These requirements exist in most major Universities, e.g., an undergraduate in psychology or sociology always needs a statistics course.

In light of these facts, how do you rate your decision for Program B in the previous exercise? Are you and the student certain s/he will never consider the options which do require trigonometry?

As a counselor it is important to help students--male or female--to keep options open in their educational planning. This is often a matter of students electing at least one advanced math course. Many students are ignorant of the importance of these electives in their future planning. It is your job to communicate to them, whether they are male or female, the increasing importance of math in many fields. You may recall your own experience of the agony and trauma which many graduate students faced when they had to take a test and measurement course to become certified as a counselor.

Why are men more interested in Math?

Many claim that more men than women take math because it is labeled a male-dominated field. There is no data to support the notion that males have more ability in math than females. However, fathers usually become the family authority on mathematics beginning when their children are in the sixth grade, and continuing this role with them through high school. This family script, along with the values of the peer group, teachers, counselors, and the media has a subtle influence on girls' and boys' attitudes toward math. Therefore, it is important as counselors and educators that we also make parents and teachers aware of the danger of imposing sex-biased attitudes on boys and girls. We must encourage and support them in any field of interest--whether that involves a woman becoming a doctor and a male becoming a nurse or vice versa.

As a counselor, what can I do?

One obstacle present in initiating sex-bias change is student unwillingness to risk and deviate from school and peer norms. Many women do not want to take math and see no reason why they should. Many men see no rationale for taking a home economics course. Because of the risks involved in making changes, the status quo is maintained. It is less threatening to choose curricula and careers on the basis of perceived "sex-appropriateness."

What feelings, fears and biases are behind a female student's decision not to take math? Was that decision based on her fear of the subject? Was she afraid of outperforming her male peers in the class? Did she think that math would not be useful in her future goals? Was she lazy? If her decision was based on any of the above, the reasoning behind that decision should be suspect, and the decision should stand open to question. How informed was the female student before she made her decision? Did she understand the consequences of her decision?

Our belief is that students are often not aware of the feelings or critical incidents which relate to their making educational decisions. They don't foresee the consequences. They just seem "to end up some-place" with no active role in how they got where they did. As counselors, it is our job to aid in their decision-making. This does not mean placing our values onto others and making their decisions for them. It does mean: 1) giving them information about the possible consequences of their decisions, and 2) developing in them an awareness of their feelings and thoughts involved in making their decisions.

How can we aid in educational decision-making? Information can be gathered from bibliographic resources, fact sheets on job and career requirements, college representatives, high school alumni, visits to various work sites and/or college campuses to determine what skills are actually needed for various jobs, role-modeling of various professionals in the community, e.g., having a female doctor or a male home economist visit and speak with the students.

Developing an awareness of feelings and reasons related to the choices can also be accomplished through group guidance.

How can I present those issues to the faculty and staff?

An adaptation of the role-play exercise can be used with teachers as an example of the sex-role stereotyping problems found in industrial arts and home economics curricula. They could be asked to choose one student from many to take the last available seat in their accelerated course. The questions presented to them could be similar to those you answered after making your decision.

Similar situations could also be used with students: e.g., who would they want as a lab partner in their science course? How did they arrive at that decision?

Follow-Up Activities

1. Obtain an outline of Test Anxiety Desensitization Programs from Dr. Frank Richardson, Education Building, University of Texas, Austin, Texas, 78712. This series of exercises presents a strategy for coping with the anxiety students often feel when choosing a particularly difficult course or in anticipating a difficult exam or presentation. This strategy has been used extensively for math anxiety. The program and relaxation exercises can be used individually since it is on cassette tapes. Make this tape available to all students. They can then sign out the cassette, learn the relaxation technique, and go over the desensitization process at home. This procedure saves time for the counselor and makes the program available to students in a more flexible manner.
2. Have a rap session with females who excel in math to explore the difficulties they are experiencing as women interested in a male-dominated field.

3. Encourage your local University to detail the math that is required for specific degrees and careers. Follow the format of the attached publications from UCLA.

WHAT MATHEMATIC SHOULD YOU TAKE TO GET READY FOR UCLA?

WHO, ME?

These high school students may want to go to UCLA. Which of them need to learn second-year algebra and trigonometry, in addition to the usual first year algebra and geometry?

- () Alan, who plans to major in psychology in college.
- () Betty, who will major in economics.
- () Carlos, who wants to study biology.
- () Dave, who plans a career in ecosystems and conservation.
- () Elaine, who wants to study English and then go to medical school.
- () Fred, Gloria, Harry, Ilene, Jose, and Karen who have no idea what they want to study in college.

The answer, believe it or not: All of Them!! And how about

- () You? To find out, read on.

Some Surprising Facts:

--If you want to major in psychology, economics, biology, or many other college subjects, you will find you must take college calculus. For calculus, second-year algebra and trigonometry are essential.

Why so much mathematics? Simple--because all these subjects involve relationships that can be written as mathematical equations. That's exactly what algebra, trigonometry, and calculus are all about.

Here's more:

--If you major in sociology, you will need to take a college course in statistics, for which second-year algebra is indispensable. Statistics is used in analyzing the results of experiments.

--If you want to major in physical education, you will need to take college courses in statistics and chemistry and physics, to understand the human body and its movements.

--If you major in Black Studies or Chicano Studies, you will need to take a basic course in economics, which is much harder without second-year algebra.

--If you hope to go on after college to medical school, dental school, nursing, public health, or even physical therapy, you will need to take college chemistry, for which second-year algebra is essential.

--To get into law school after college, you must score high on the national Law School Admissions Test, which has a section on charts, and graphs. To do well, you'll need a strong background in high school mathematics.

--For engineering or physical sciences, you'll need all the mathematics you can get.

Keep Your Options Open!

What if you're like Fred and the others who don't know what they want to do in college? Fine. But if so, it's even more important to make sure you'll have lots of choices when you do get to college.

In other words, be sure to keep your options open. How? Learn as much high school mathematics as you can! Without options, you may find yourself trapped into going in a single direction--just like the driver of the car whose steering wheel has come off.

What About Other Colleges and Universities?

At the other campuses of the University of California, the story is the same. For example, second-year algebra and trigonometry are needed for Agriculture and Resource Sciences at Riverside, for Forestry and Conservation at Berkeley, and for Food and Consumer Sciences at Davis. In fact, at any college you will find that knowing mathematics will give you an advantage and preserve your options.

Can I Make It Up Later?

There is a sequence of two UCLA courses that covers some second-year algebra and trigonometry. Here are their disadvantages: 1) They may delay you in getting started in your major, and so delay your graduation from college. Since going to college costs money, that could hurt! 2) Once you've been away from math for two years of high school, starting math again will seem much harder. 3) College courses go much faster than high school courses. 4) We cannot promise you that these high school level courses will still be around when you get to UCLA. So learn your high school mathematics in high school!

Choose your options

Here is a list of most UCLA college programs. Look at each one. If you want to keep open the option of following a program, mark the box beside it.

Group A: Trigonometry required, in addition to second-year algebra

Social Sciences:

- ☐ Business-Economics
- ☐ Economics
- ☐ Ecosystems (career plan)
- ☐ Geography

Life Sciences:

- ☐ Bacteriology
- ☐ Psychology
- ☐ Biology
- ☐ Psychobiology
- ☐ Quantitative Psychology

Preparation for career in:

- ☐ Engineering
- ☐ Environmental Sciences*
- ☐ Dentistry*
- ☐ Medicine*
- ☐ Optometry*
- ☐ Pharmacy*
- ☐ Public Health/Biostatistics*
- ☐ Public Health/Nutrition*

Physical Sciences

- ☐ Applied Geophysics
- ☐ Astronomy
- ☐ Biochemistry
- ☐ Chemistry
- ☐ Cybernetics
- ☐ Engineering Geology
- ☐ Geology
- ☐ Geophysics & Space Physics
- ☐ Mathematics
- ☐ Math/Computer Science
- ☐ Meteorology
- ☐ Physics

Other:

- ☐ Naval Science (NROTC)

--Did you mark any in this group? If so, you must learn at least second-year algebra and trigonometry, because all these programs require college calculus. The more high school mathematics, the better!

* Programs marked with an asterisk (*) are not college degree programs for undergraduates. Normally, you'll need a degree program in addition.

Group B: Second-year algebra required

Life Sciences:

- ☐ Kinesiology (physical education from a scientific viewpoint)

Other:

- ☐ Military Science (ROTC)*
- ☐ Aerospace Studies (AFROTC)* (Naval Science see group A)

Preparation for career in:

- ☐ Accounting
- ☐ Architecture & Urban Planning
- ☐ Dental Hygiene*
- ☐ Management (including Business)*
- ☐ Nursing*
- ☐ Physical Therapy*
- ☐ Public Health

--Did you mark any in this group? If so, you will be required to know at least second-year algebra, because all of these programs include chemistry, physics, statistics, or computers. Even more math would help you.

Group C: Second-year algebra strongly recommended

Social Studies:

- ☐ Black Studies
- ☐ Chicano Studies
- ☐ Sociology

Humanities:

- ☐ Philosophy

Preparation for career in:

- ☐ Law*
- ☐ Social Welfare

--Did you mark any in this group? If so, second-year algebra is strongly recommended. You will be at a disadvantage without it. For example, these social sciences require a course in economics, and philosophy requires a course in logic; economics and logic use mathematical thinking.

Group D: Other subjects

- | | | |
|---|---|--|
| ☐ Anthropology (human culture & evolution) | ☐ Ethnic Arts | ☐ Art History |
| ☐ Communication Studies | ☐ Indo-European Studies | ☐ Dance |
| ☐ East Asian Studies | ☐ Jewish Studies | ☐ Design |
| ☐ Ecosystems (non-career plan) | ☐ Linguistics | ☐ Music |
| ☐ History | ☐ Near Eastern Studies | ☐ Painting/
Sculpture/
Graphic Arts |
| ☐ Latin American Studies | ☐ Study of Religion | ☐ Theatre Arts |
| ☐ Political Science | ☐ Any language & literature major: English, French, Spanish, German, Chinese, Italian, Latin, etc. | ☐ Ethnic Arts |

--At present, these programs do not officially require mathematics beyond the minimum UCLA entrance requirements. However, many of these social sciences and humanities are making more and more use of math, statistics, and computer techniques. Therefore, taking extra math will increase your ability to understand these developments

A FINAL QUESTION: If you marked programs in Group D, are you sure you'll never want other options?

Programs marked with an asterisk () are not college degree programs for undergraduates. Normally, you'll need a degree program in addition.

THE OHIO STATE UNIVERSITY

Dear Colleague:

I am writing at the suggestion of our Admissions Office at Ohio State to discuss with you the present mathematics component in several undergraduate majors at the University.

In recent years mathematics has become more and more important in many areas of study previously thought to be "non-mathematical". It is not uncommon for us to talk with freshmen here who are astonished to realize that their intended major has a calculus component or other university-level mathematics requirement that they are not prepared to take. This autumn, placement tests for 42% of our freshmen indicated that they needed at least a review course in high school algebra before they could begin the mathematics needed in their majors. Of even greater concern to us is the realization that approximately 2,000 of these students were not prepared for the algebra review course and would more appropriately have been taught in an arithmetic remediation course. This lack of preparation, of course, causes a disruption in the student's program at the University and many times prevents him from being successful. Because I know your concern with this is similar to my own, I am writing to share the information that we have.

All students seem to realize that programs in the sciences and in engineering require substantial mathematics. Let me list others. Majors in business administration now take at least a calculus sequence followed by a statistics course. They need the full range of high school pre-calculus courses. Majors in economics, psychology, and geography are also taking three-quarter sequences. Sociology requires two quarters of mathematics. All general programs in agriculture require at least two quarters of mathematics and in many cases this includes beginning calculus. Also majors in food science and nutrition have a calculus component.

Elementary education majors have a minimum requirement of two quarters of mathematics, the prerequisite for which is at least high school geometry and intermediate algebra. Secondary education majors in non-science areas must also take a quarter of university mathematics and should have had at least high school geometry and intermediate algebra.

Pre-professional students hoping to enter the fields of medicine, law, veterinary medicine, and pharmacy are advised here to take strong programs in mathematics. Also students in dental hygiene and nursing must demonstrate placement in mathematics above our review course in order to take the chemistry courses they need. As I look down this long list of majors in front of me, I see that Fisheries Management requires two quarters of mainline calculus, the same sequence that our majors in mathematics take. I am sure now that the point is well-made: students who come to the University and hope to be successful in almost any major

program will need strong preparation in mathematics before they get here. When they are not able to enter the mathematics courses that their majors require, their programs are often delayed and disrupted.

Let me raise on additional concern. As we work with the large group of students who must take review or remedial work in our department before beginning their university-level courses, we most often find students who have taken no mathematics in their senior year of high school. Knowing how quickly each of us loses skills that are not used, we suspect that this year without mathematics study puts students at a serious disadvantage when they enter the University.

I have appreciated this opportunity to begin to share our concerns and information with you. I would very much like to know how the situation looks from your point of view and will surely welcome letters, phone calls, or visits from any who wish to discuss further these matters of mutual concern.

Best Wishes,

UNIT 2

SUGGESTED READINGS AND RESOURCES

Readings

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EXERCISES & CLASSROOM IDEAS

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(Minneapolis: MRCSWE, Augsburg College).

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RESOURCE PEOPLE

A. Test Anxiety Desensitization Program

Professor Frank Richardson
Education Building
University of Texas
Austin, Texas 78712

B. Assertive Training Groups

Judith Rodenstein
University of Wisconsin
Education Science Building, 10th Floor
1025 W. Johnson Street
Madison, Wisconsin 53706

Jon Aaronson
Counseling Services
432 N. Murray Street
Madison, Wisconsin 53706

C. National Council of Teachers in Mathematics 1906 Association Drive Reston, Virginia 22091

D. Women's Bureau
U. S. Department of Labor
Washington, D. C. 20210

E. Women and Math
Elizabeth Fennema
University of Wisconsin
Department of Curriculum & Instruction
Madison, Wisconsin 53706

UNIT 3
RESOURCE PACKET

CONTENTS

Fact Sheets: Woman and Work

Background Article:
Career Development

Sex Fairness in Testing

Suggested Readings

WOMEN AND WORK

FACT SHEETS

Did You Know That...

- Women comprise 51% of the total population and 53% of the electorate, yet women retain minority status.
- Women's participation in the labor force has been steadily rising. In 1975 women constituted 40% of the total work force, up from 20% in 1920. Forty-six percent of all women 16 years of age and over were in the labor force compared to 38% in 1960 and 34% in 1950.
- Nine out of 10 women work for pay at some time in their lives: married women average 25 years in the work force, single women average 45 years.
- Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade (1960-1970).
- Characteristics of these workers: the median age for the average working woman in 1975 was 35 years, up from 28 years in 1920. Not only was she older...
- But in the majority of cases, she was married. Fifty-eight percent of all women workers in 1975 were married and living with their husbands. In March 1975, 54% of America's black wives and 44% of America's white wives were in the labor force, compared with 47% and 34% respectively ten years earlier.
- The majority of women who are single, divorced, or widowed also work. Sixty-five percent of America's separated or divorced women were working in 1975, while 57% of America's single women were working in that year.
- More women with children were working than ever before. In 1975, 39% of the women with children under 6 years of age were in the labor force, while the labor force rates of women whose children were all of school age and women with no children under 18 were 55% and 48% respectively.

Mothers with Children (1975) in Labor Force

	Under 18 Years	6 to 17 Years	Under 6 Years
1950	21.6%	32.8%	13.6%
1965	35.0%	45.7%	25.3%
1975	47.4%	54.8%	38.9%

--Among all families about 1 out of 8 was headed by a woman in March 1975. Fifty-four percent of these female family heads were in the labor force. One out of three of these families were living at or below the poverty level, compared to one out of four in 1970.

--The average working woman is as educated as the average working man, both having completed a median of 12.5 years of schooling. Generally, the more education a woman has, the more likely she is to be in the labor force. Of all women 16 years of age and over who had completed less than 8 years of schooling, about 1 out of 5 was in the labor force in March 1975. About half of those who had completed high school and about 7 out of 10 of those who had 5 years or more of college were workers.

--Women are typically paid less than men and the gap between the two is widening. For college graduates in 1973, the median income of women was 59% that of men's; for women with 4 years of high school or less the figure was 55%. In other words, the average female college graduate earned as much as her male counterpart with only an eighth grade education. In 1974 the average woman working full time and year round earned only 59% as much as her male counterpart--\$5,772 and \$11,835 respectively. That 1974 percentage has dropped from 64% in 1955. In all occupations white men earn more than black men, both of whom earn more than white women, who in turn earn more than black women. In other words racial prejudice does not seem to have as much impact on earnings as does sex bias.

Median Wage or Salary Income in 1972 by Race & Sex

Salaries for Year round full time workers

Race	Women	Men
Total	\$6,018	\$10,384
Minority	5,320	7,548
White	6,131	10,786

--In part this earnings discrepancy is due to continued job segregation. Women are found for the most part in "female" service jobs such as secretaries, foodservice workers, teachers, (except college), sales clerks, etc. Women account for 78% of all clerical workers. On the other hand women are all but excluded from management as well as those parts of industrial and service sectors where highly skilled blue collar jobs are found.

--In many ways women have been and are moving backwards. In 1940, 45% of the country's professional and technical positions were filled by women; in 1965 this figure was 37%. In 1940 the proportion of women in the lesser skilled service trades was 40%; in 1965 this figure

was 54%.

In addition, those women who are in the professional and technical category cluster in the low-level professions, the majority of professional women being teachers, nurses, librarians and social workers. For example, in 1970 teaching and nursing accounted for 63% of the professional women in the U.S.--and that was down from 71% in 1960.

--The large increase in the demand for women workers since World War II has been a joint product of the sex typing jobs (that is, the ear-marking of certain kinds of jobs as "female" occupations) and the fact that these particular kinds of jobs are located in the expanding service sector of the economy.

--While women in the professions are still conspicuous by their absence, there have been some noteworthy changes in the U.S. between 1960 and 1970. Among physicians, the number of women increased by 62%, raising their representation in this category from 7% to 9%. Women gained 149% among lawyers, increasing their representation from 2.4% to 4.7%. They advanced between 159 and 200% in engineering, architecture and college and university teaching, and among life scientists and physical scientists they rose 106%.

--In some of these high-level categories, however, women are known to be concentrated at the lower echelons. For example, although 28% of the college and university teachers are women, most of them are on the low rung of the academic ladder.

--Even when women land traditionally "male" occupational positions they are paid less than their male colleagues. This gap between the median salaries received by male and female workers in the same occupations is widening. In 1968, for example, women in psychology received an annual median salary of \$11,500 while their male counterparts received \$19,900. The gap thus widened by \$500 over the already existant \$2,200 gap in 1968. The average salary for women teachers in secondary schools is now only 81% that of men; female life scientists earn 75% as much as their male colleagues; environmental scientists 72%; social scientists 77%; engineers, 80%; computer specialists, 88%. Studies suggest that the complex causes for the difference are related less to wage discrimination per se than to the concentration of women in low-paying occupations and to the secondary role of work in their lives; men normally have greater continuity of employment, work longer hours and get more job training. However, as Sar Levitan, a labor economist at George Washington University, notes: "It is quite conclusive that about one-third of the differential (or 33%) cannot be explained by anything but discrimination."

--Even with experience and job occupation held constant, women earn less than men. A 1971 study of chemists' salaries showed that with seniority held constant, women who held Ph.D.'s earned less than men with B.A.'s. Another study (1971) indicated that female lawyers with 10 years experience earned 200% less than their male colleagues with the same experience.

Worklife Patterns of the Average American Woman

Typically, a woman enters the labor force after she has finished her schooling and works a few years before she marries and has her first child. A very small proportion of women leave the labor force permanently at this time. For those married women who continue to work, most will experience some breaks in employment during their childbearing and childrearing years. However, an increasing proportion of young married women with and without children are remaining in the labor force. More than 4 out of 10 married women 25 to 36 years of age were workers in March, 1975, as compared with 3 out of 10 in 1965, and more than 2 out of 10 in 1950.

Of the 43 million women who were not in the labor force in 1975, nearly 35 million were keeping house, nearly 4 million were students, and about 4 million were out of the labor force because of ill health, disability, or other reasons.

The two periods when women are most likely to work are during ages 20 through 24 and 45 through 54.

This "split level" characteristic of the working life of the American woman is the basic reason why girls' plans should be made early and in the light of a total life plan that anticipates potential discontinuity in employment. Girls in school should prepare for careers or jobs in which they would like to work for the remainder of their lives, if preferable or necessary, careers that can be taken up again should they leave and reenter the world of work. To be satisfied both psychologically and financially, they should select fields that challenge their talents and help them to realize their full potential as individuals.

Outlook

An increase in employment opportunities for women depends largely upon a continued improvement in general economic conditions. During 1974 and early 1975, the unemployment rates of women, as well as those of men, rose steadily, reaching post-World War II highs as many businesses were forced to restrict hirings and resort to layoffs to counter the economic slowdown.

As the economy recovers and the upward trend in employment continues, the outlook for women workers should be favorable. Women should enjoy opportunities in selected professional and technical, managerial, clerical, skilled craft, and service occupations. In addition, legislation prohibiting sex discrimination in employment will continue to open up new opportunities for women to train for and enter into more diversified jobs and to advance to jobs of higher skill level. Women who are informed about opportunities before making career selections will be able to capitalize on these opportunities in fields where skilled workers will be in demand.

In addition to new job opportunities in expanding occupations, advances in the educational attainment of women in particular fields, greater longevity of women, and the trend toward smaller families all point to continuing increases in the labor force participation of women.

Primary Source for these Statistics:

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Employment Standards Administration
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UNIT 3 BACKGROUND ARTICLE

Career Development

by Patricia L. Wolleat

The career development process spans the lifetime. Even infants receive messages from their parents which may have an influence on the choices they make as adolescents and adults. Throughout development, a number of attitudes, demographic factors, beliefs and values serve as filters in narrowing the career options which individuals will seriously consider. Among these filters are socio-economic status, IQ, and interests. Just as powerful seems to be sex-role stereotyping.

At three or four years of age, children already label many activities as male- or female-appropriate. By the primary school years, the list of occupations preferred by girls is much shorter than the list endorsed by boys. The familiar triad of nurse/secretary/teacher, with the addition of hairdresser, emerged as the occupational preferences of 4-8 year old girls in a 1972 study by Bingham. These four occupations were rejected by little boys. It seems quite clear that as a society one of the things we teach quite well to young children is sex-appropriate behavior.

These early preferences are validated in later life. Eighty percent of elementary teachers are women, over 90% of nurses are women, and women comprise 76% of clerical workers.

The most frightening consequence of sex-typing in jobs is that salaries seem to be inversely correlated with the percentages of women employed in them. Among the professions, teaching and nursing are among those which pay the least. Clerks and domestic workers (97% female) are among the lowest paid semi-skilled and non-skilled workers.

Traditionally, "female jobs" carry with them not only low salaries, but low prestige as well. In one study of the prestige rankings of 90 occupations, public school teacher ranks below at least 35 other occupations. Every occupation above it has only a handful of women in it. The other traditionally female occupations (with the exception of welfare worker) do not appear in the study at all.

Two concerns emerge from these findings: Is the option to engage in paid employment in order to meet certain economic and psychological needs equally attractive to males and females? And if the choice is made to work, are there similar options available for implementing that choice? Traditionally, the response to both of these questions would have to be "no".

The process by which a person decides on, prepares for, and enters an occupation is very complex. We do know of many factors which play a part in the process, but many are yet unknown--especially for women. In the past, most of the career development research and theory, including interest measurement, has been based on males. Recently, however, there have been a few attempts to develop theories based on women.

The next few years will witness dramatic changes in the way girls and boys are socialized in terms of self-concepts and family and occupational roles. Counselors must be prepared to respond to this

social change. At a minimum, counselors must be ready to deal with boys and girls who will themselves be affected by sex-bias change.

Hansen (1974) outlined some counseling strategies which may help to focus on just what counselors can do to promote individual (and not sex-typed) career development.

1. Help girls think of themselves as persons, to affirm their sense of personal worth, to face and work through their identity and role conflicts.
2. Help female clients consider a wide range of occupational options in addition to the traditional stereotyped ones. Don't raise eyebrows or look shocked when she wants to be a pilot or engineer. Encourage her to explore new and emerging occupations and expose her to contact with women in those atypical fields as well as typical ones.
3. Help male and female clients think through and plan for multiple roles as workers and parents. The consequences of choices they make in terms of lifestyles and family patterns need to be stressed.
4. Make sure male and female clients have accurate information about women in the labor force, present and projected, and about alternatives available.
5. Help each girl to learn the process of decision-making and to know that she can choose in accord with her values, ability, motivation, and preferences from a variety of life patterns.
6. Make both females and males aware of the variety of lifestyles and family patterns from which they can choose and of potential role conflicts involved in choosing one pattern (e.g., single life, multiple children, two-person career, egalitarian) over another.
7. Provide group guidance and group counseling experiences in which boys and girls can talk together about changing roles of males and females and the possible androgynous society of the future.
8. Since parents still have the greatest impact on career development, involve parents in orientation sessions and information groups regarding the development of women's potential.
9. Be aware of the developmental stage the girl is at and 'where she is coming from' as a person and woman.
10. Be prepared to listen to and counsel female clients who are considering a great many alternatives both inside and outside the home and help them to choose the alternatives most consistent with the quality and style of life they prefer and most consistent with their emerging self-concept.

In addition to the strategies mentioned by Hansen, the following may also be considered:

1. Teach boys and girls interactive decision-making skills for jointly planning careers.
2. Evaluate career interest inventories and the interpretative process for usefulness in broadening career options and stimulating exploratory behavior.
3. Evaluate career guidance materials for sex bias.
4. Identify mentors (role models) from a variety of occupations and facilitate their interacting with boys and girls.
5. Encourage vicarious experiencing of a number of career options through guided fantasy and directed reading of biographies and career-related fiction.
6. Develop counseling strategies which discard or eliminate sex stereotypes and not just exchange them.
7. Help all clients (especially girls) to learn "behaviors of independence, self-assertiveness, ability to channel energies toward a goal and self confidency." (Hawley, 1976).
8. Help girls to think in terms of "long-range goals rather than limit their thinking to short-range plans...Include such long-range, concrete, 'masculine' thinking patterns as attention to promotion prospects, overt and covert rewards, and proper sequencing" (Hawley, 1976).
9. Encourage clients to plan their leisure or discretionary time to coincide with their interests.
10. Help girls to develop skills in dealing with leadership roles.

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Suggested Follow-Up Activities for Unit 3

1. Organize a career day in which all occupations are represented by both a male and a female.
2. Identify junior girls who are interested in attending a vocational-technical school. Arrange to have them visit the area V-T school and visit programs not typically enrolling women. Also identify women working in these non-traditional areas. A group of the parents of these girls could accompany the proposed intervention for the girls.
3. Develop strategies for educating parents of elementary school children on sex-role stereotyping.
4. Arrange for junior high school or middle school girls to be guests of women workers for a day. Community groups such as Zonta, Business and Professional Women, American Association of University Women, and various labor union groups might be interested in co-sponsoring such an event.
5. Develop a library of cassette tape interviews of women workers. Students from drama, speech or journalism classes might be enlisted to conduct these interviews for class credit.
6. Develop a mentoring program in which young women are assisted in realizing their career aspirations through a long-term relationship with someone who is successful in the field.
7. Work with interested faculty to organize Women's Studies courses.
8. Develop vocational readiness groups for elementary and middle school girls.

The National Institute of Education has published guidelines for evaluating career interest inventories for sex fairness. These guidelines are reprinted from Issues of Sex Bias and Sex Fairness in Career Interest Inventories, Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, Spring, 1975. Esther E. Diamond, Editor. (First Edition, July, 1974).

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

The following guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE career education staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C., in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines the following working definition of sex bias was used:

Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit-or might cause others to limit-his or her consideration of a career solely on the basis of gender.¹

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.² The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* (this publication), available from the Career Education Program, National Institute of Education, Washington, D.C. 20208, early in 1975.

The term career interest inventory, as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards (a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) *Standards*

for *Educational and Psychological Tests* (1974) requires them to produce and (b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or Federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972, or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decisionmaking. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. The Inventory Itself

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms--i.e., whether male, female, or combined sex norms--for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both female and male titles should be presented (e.g., actor/actress).

E. Use of the generic her or she should be eliminated throughout the inventory.

II. Technical Information

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and

supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale.)

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity--if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male normed and female normed for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every 5 years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. Interpretive Information

A. The users manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as

members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at all career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretive session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (a) people in general are of the male gender and (b) certain social roles are automatically sex linked.

H. The users' manual (a) should state clearly that all jobs are appropriate for qualified persons of either sex and (b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The users' manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons reentering paid employment or education and persons changing careers or entering postretirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both users manuals and respondents materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like--in making any career decision. However, the possible biases of these variables should also be taken into consideration.

NOTES

1. For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

2. An alternative interpretation of sex bias has been suggested by Dale Prediger and Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is not sex-restrictive if each career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by John L. Holland:

An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude--that is, when a person acquires more vocational option, becomes more certain, or learns more about himself (herself) and the world of work....The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

Assessing Sex Fairness in Interest Measure Instrument

The Assessing Sex Fairness in Interest Measures form was developed to apply the NIE guidelines to interest inventories in general use. Any interest measures that are used in your schools should be evaluated according to the guidelines.

Interest inventories ought to suggest occupations that broaden the options of both sexes throughout the full range of careers, and stimulate exploratory behavior. To the extent that inventories are sex biased, either of these functions may not be served.

To date, very little has been published regarding the sex fairness of specific instruments. Therefore, it will be incumbent upon counselors themselves to evaluate instruments which they use with their counselees.

It is important to note that sex bias can enter into the use of interest inventories in a number of ways.

Sex bias may be present because of procedures which were used in constructing the test. Categories III (Item Pool) & IV (Scale Construction) of the Assessing Sex Fairness in Interest Measures should detect bias in the pool from which items were drawn and the way items were collected into scales.

Sex bias may be present in the way counselees received their scores. Category II (Type of Scales) deals with this source of bias.

Bias may enter through the interpretative process or how the scores are used. (See Stebbins, Ames, & Rhodes for a more thorough self-study of sex fairness in interest inventories.)

Assessing Sex Fairness in Interest Measures

I. Inventory Name _____

II. Type of Scales _____

Basic Interest Yes _____ No _____

Occupational Interest Yes _____ No _____

Both Yes _____ No _____

III. Item Pool

1. Are occupational titles neutral? Yes _____ No _____

2. Is generic he/she used? Yes _____ No _____

3. Are item pools common or separate? Yes _____ No _____

4. If common, are items either gender neutral or balanced in popularity by sex throughout the inventory? Yes _____ No _____

IV. Scale Construction

5. Is there justification for common or separate scales by sex? Justified _____ Not Justified _____

6. Are items gender neutral or balanced within each of the common scales? (See 4 Above) Yes _____ No _____

V. Score Report

7. Are same scale titles available for both sexes? Available _____ Unavailable _____

8. Do both sexes receive the same report form? Yes _____ No _____

VI. Interpretive Information

9. Is there a discussion of interpretation of sex differences? Yes _____ No _____

10. Are included examples stereotypic? Yes _____ No _____

11. Is the language and tone of the discussions in 9 & 10 (above) sex biased? Yes _____ No _____

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UNIT 4
RESOURCE PACKET

CONTENTS

Home/Career Conflict
Background Article

Suggested Readings

Unit 4 Background Article

"Home/Career Conflict"

by Marolyn M. Parker

We know that prevalent attitudes regarding careers, marriage, and earnings are changing. According to successive Gallup opinion polls, an ever larger percentage of Americans, from 18% in 1946 to 65% in 1973 (and 83% of those under 30) approve of a woman earning more even if she has a working husband. In addition, a growing number of young women don't want to limit themselves to traditional lifestyles. A national survey of 17-year-old girls found that only 3% wanted to become full-time housewives (National Assessment for Education Progress, 1976).

On the other hand, other studies continue to attest to the fact that many women's commitment to work is secondary. In the 1970 National Fertility Study conducted by Karen Mason of the University of Michigan and Larry Bumpass of the University of Wisconsin, almost 80% of the 6,740 women interviewed agreed with the statement, "It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." Fewer than half of the respondents agreed with the statement, "A working mother can establish just as warm and secure a relationship with her children as a mother who does not work."

These studies reflect the fact that women are now caught in the cross fire of opposing forces which stir home/career conflicts. In order to examine the situation in more detail, it is necessary to identify some of the more salient issues.

Three generations ago, when perhaps one in five American women were employed, the women who worked violated Victorian norms of role definition. Even when compelled by economic necessity, she was often made to feel that she was neglecting her primary responsibilities to her husband and/or her children. Today, when one out of every two married women works and when a new ethic proclaims work a cardinal virtue for the liberated woman, the one who can and chooses to stay at home often ends up feeling uncomfortable. This discomfort might be derived from what the homemaker perceives as pressure from the feminist movement as well as from her own sense of the low value society in general places on her being "just a housewife."

Perhaps as a consequence of this enduring stereotype, women who do compete in this "man's world" sometimes find themselves handicapped by a weak self-concept and lack of confidence. In a study of California social workers, psychologist Barbara Gutek found that women consistently rated themselves poorer than men at their jobs, even when their supervisors rated them as equal.

The lifestyle incorporating paid employment outside the home, which was once described as deviant, is fast becoming modal and although role definitions have lagged behind role change, the descriptive is fast becoming prescriptive. Forty percent of today's work force

is comprised of women. In fact, in the past ten years, 60% of the increase in the labor force has been due to the employment of women.

There are, of course, compelling reasons for women to employ themselves outside the home. Take a minute to think of some of the more salient reasons why women work.

Why Women Work

1. More women may feel free to work because their families are remaining relatively small and surveys indicate the trend is toward even fewer children.
2. Women are no longer bucking strong disapproval when they enter the labor force.
3. Roughly, 50% work because they are single, divorced, separated, widowed, or their husbands earn under \$5,000 a year.
4. More women may need to work because of inflationary trends in the economy and the fact that their children leave school to support themselves at a later age than they did a generation ago.
In addition, as higher education increasingly becomes an expectation instead of a luxury, more families are faced with the "life-cycle squeeze". Only at relatively high occupational levels do the average earnings of men peak at the same time that the needs of their families are also peaking--when the children are adolescent, and of college age. In occupations where the pay is moderate or low, the average earnings peak at youthful ages, with the consequence that men at an age when family costs are heaviest are earning little more on the average than younger men. In other words, the average male income remains stationary as expenses inflate. The corresponding press resulting from this economic deficit drives women into the labor force.
5. More women may be attracted to work because they are more educated than their predecessors, because hours are becoming more flexible, and because job benefits are greater.
6. Women may be attracted to work by a desire for adult company and by the need to have their daily activities receive social validation in terms of money, recognition, and/or respect.
7. Women may be attracted to work by a desire for fulfillment outside the home.
8. Women may be attracted to work by a desire for independence and equality of opportunity to challenge their various talents and skills. Working has become an essential source of satisfaction--financial and psychological--for many women. Seventy percent of the 5,000 women

analyzed in a *Family Circle* reader's survey (November 1976) said that they felt happier and more interesting and that their children benefited from their jobs by learning to be more self-reliant.

Such compelling incentives for women to work are offset by some powerful inhibitors. Perhaps the most important of which is the overall assumption made by both men and women that the primary obligation of a woman is to her home and family. Consequently, both the burdens and satisfactions of housework and childcare have continued to fall more heavily on women than men, regardless of the woman's employment status (Redl, et al., 1951). The working wife continues to carry 70 to 80 percent of child care and household duties (Szalai, 1973). Married, employed women thus work longer hours than either employed men or housewives.

Sometimes this situation is due to the woman's choice, sometimes to her sense of guilt, and sometimes to an unrealistic commitment to the "superwoman" role. Some women fear that the new options to work outside the home are simply putting more pressures on them, replacing the "super-mom" myth of the 50's with a new myth of "super-mom-wife-career-woman."

Childhood socialization may also play an important role in that the woman who has already learned how to cook, clean, and manage a household may despair of teaching those skills at a later age to a husband who has not learned (and who may not be especially eager to learn). Even women who are employed have been observed to teach household skills to and require household duties from their daughters more than their sons (Redl & Wineman, 1951), a situation that is likely to perpetuate sex role imbalances.

Women have for decades associated their worth with how clean their house is kept, how well behaved their children act and how scrumptious their meals are. Such associations have been practiced and modeled from one generation to another. No wonder women, at best, feel ambivalent about requesting further assistance in child and house care from their husbands. And, no wonder husbands feel ambivalent about offering and assisting their wives in household chores which have not traditionally been associated with their role within the family.

Consequently working women tend to receive both overt and covert social pressures to take care of house and children. Surveys taken on both sides of the Atlantic (Blake, 1974) indicate that men are these days typically willing to accord women broad political, civil, and economic "rights" but only if they fulfill their household and family obligations too. Women in general do not seem to differ greatly from men in these sentiments. In other words, women, too, feel that their primary responsibility is to their family.

This sentiment perhaps accounts for the fact that the strongest preference among women in general appears to be for a part-time job: in effect a work situation that does not interfere with their primary status as wives and mothers (Blake, 1974).

Women also do not seem to evince a widespread rejection of their deprived status. For example, in 1972, a Harris survey asked a national sample of American women how often they felt that "having a loving husband who is able to take care of me is much more important to me than making it on my own."

Even among women under the age of 30, half said they "frequently" felt that having a loving husband was more important than an independent status, and an additional fifth admitted to having this feeling "occasionally." Only a fourth said they "hardly ever" felt that way. Among older women the importance of having a loving husband was even greater. Similarly, more than 60% of all the women surveyed said they frequently felt that being a mother is as challenging as having a high occupational position. Finally, only a little more than 20% of the women surveyed indicated that they frequently hoped that their daughters would have a "more interesting career outside the home" than they had had. Half "hardly ever" entertained such a feeling.

If you're a bit confused by all these surveys and if you're thinking this issue is at present somewhat of a complicated potpourri of conflicting feelings and implications you're not alone. The point is that as counselors and student personnel workers we need to be aware of potential areas of conflict and to help girls as well as boys to examine all their options and to make considered and informed judgments about the lifestyles in which they are and will be engaged. It is our job to help students critically examine their attitudes and our society's prevalent sex-role myths. We must also help them to understand and prepare themselves for the potential and real conflicts which women and men are experiencing these days because of the conflicting messages bombarding them in a fast changing society.

Our society's overt laws and ethics which stress equality of opportunity are often in direct conflict with covert social pressures which emphasize conformity to prescribed sex-role behaviors. These pressures affect our young men as well as our young women. Behaving in the prescribed masculine manner limits expression of qualities such as warmth, emotionality and patience. On the other hand, behaving in the prescribed feminine manner limits an individual's proclivity towards developing such traditionally accepted "masculine" qualities such as competitiveness, risk-taking, and independence.

Behaving in one's prescribed sex-role form means suppressing any interest one might have in career fields which have been socially identified with the other sex.

A girl who wants to enter a male-dominated field and become an engineer, a business executive, a construction worker, or a plumber may have her "femininity" questioned. At the same time a boy who aspires to become a nurse, a secretary, or a ballet dancer is likely to have his "masculinity" put on the line. Both of these students, given that they are brave enough to openly express their dreams, are sure to encounter raised eyebrows. In addition, it is likely that they will encounter considerable obstacles placed in their paths by parents, peers, teachers, and counselors whose judgments will merely reflect the sex-role norms of our culture. Many students of both sexes have found that the price of departure from prescribed sex-role norms is dear--paid out in terms of peer rejection and the concerned questioning of one's normality in the eyes, if not the words of parents, teachers, and counselors.

All this is not to say that there is anything intrinsically wrong with traditional lifestyles or activities. In fact, those young women who genuinely prefer homemaking or "feminine occupations" as well as

those young men who prefer football and engineering should be encouraged to value their interests and to value themselves. I suspect, however, that our young women might need more help in this regard than our young men. Young men following the traditional path are unlikely to find much resistance in terms of societal disapproval.

However, should these traditional activities be chosen more out of social pressure or ignorance of one's own preferences than they are out of knowledge of one's individual differences, educated judgment, and personal preference, then it is the obligation of counselors and student personnel workers to intervene. Those students who contemplate nontraditional careers may need more help from counselors than just occupational information. They need understanding and support, as they are fighting not only against cultural standards, but against their own fears as well.

It is important for students to realize that their options are wide. It is also important for them to receive the encouragement needed to risk really getting to know themselves and their interests, as well as to risk going after what they want. Of course, if we help students to think things through and a student ends up taking the same position she or he started with, so be it! The key notion is to expand options.

As counselors of high school girls, we need to actively combat years of rigidly sex-typed socialization and practices. The diverse capabilities and talents of our young women cannot be expected to conform satisfactorily to one mold. We need to provide the necessary moral backing and lobbying needed to stimulate and realize the interests of those women and men who march to different tunes.

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